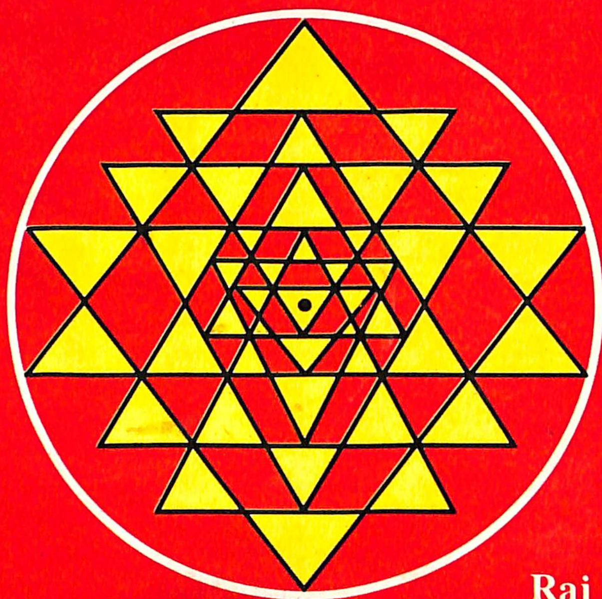
RAJ BAPNA'S MIND POWER STUDY TECHNIQUES



by
Raj Bapna

Mind Power Research Institute
Mind Power Chambers, H. M. Sector 4, Udaipur (Raj)



RAJ BAPNA'S MIND POWER STUDY TECHNIQUES

by
Raj Bapna

Mind Power Research Institute Pvt Ltd
Mind Power Chambers, H.M. Sector 4,
Udaipur (Raj) 313 001
India

International Standard Book Number 81-85681-00-7

Published by Mind Power Research Institute Pvt Ltd.

Cover design and book design by Anil Bapna and the author.
Cover art and illustrations by N V Arts, Udaipur.

Printed in India by Agrawal Printers, Udaipur.

This book was typeset by the author on IBM PC compatible computer using Microsoft Word, Ventura Publisher software, HP Laserjet III, and TVSE (Epson) 100 printers.

This book uses American spellings and style.

Dedication

I dedicate this book to the two people who made this book possible, even though I never met them.

Pankaj Udhas

The greatest gazal singer.

His gazal "Chitti Aai Hai" gave me the motivation to return to India to do my dream project of sharing my expertize in mind power study techniques.

Osho Rajneesh

The most outspoken enlightened man of this century.

Osho's tapes and books gave me the courage to leave my job in USA and return to India to do my dream project of writing this book.

Acknowledgements

Many people and organizations have helped me in completing this book.

I want to thank my brother Anil Bapna for his extensive help: for reviewing many versions of the manuscript, for encouragement throughout this project, and finally for publishing this book.

I want to thank the following for help in checking this book in various ways: Dr B L Dalal, Mrs Abha Dalal, Dr R C Srivastava, Dr M Bhatanagar, Jitendra Chordia.

I want to thank the following students for their help in improving this book: Surendera Kothari, Vijay Kothari, Anjali, Divya, Deepali, Gaurav.

I want to thank the following professional organizations for the use of their computer facilities: Indian Institute of Computer Training, Screen Arts, and Agrawal Printers.

Thanks to N V Arts for the art work and illustrations.

I want to thank my parents Shri S S Bapna and Mrs Vimla Bapna for their help and encouragement.

I would also like to thank my employer, the Digital Tools, Inc. of USA, for giving me leave to come to India for 5 months to write this book.

Raj Bapna

Table of Contents

Introduction ii-1

- How to Use This Book for Maximum Benefit

1. Learn Two Mind Power Study Techniques in One Hour--and Quickly Improve Your Study Efficiency . 1-1

- The Finger Technique to Improve Your Reading Speed Quickly: Proof that You are Capable of Achieving Much More than What Others have Told You
- The Daily Routine: Your Guide to Super Success

2. New Research in Brain Science Shows that You are More Capable than You Think 2-1

- The Structure of Human Brain
- Adult Brain Can Grow
- Brain Waves, Brain States and Brain Chemicals
- Superlearning
- Mind Machines and Computer Meditation

3. Read Faster and Understand Better 3-1

- Before You Read This Chapter
- Understanding and Taking Care of Your Eyes
- Experience Your Mind Power as a Magnet
- Eye Movement and Why Most People Read Slowly
- Using Your Finger to Guide Your Eyes for Reading Faster

- Expanding Your Peripheral Vision
- Where to Go from Here

4. How to Improve Your Memory in a Surprisingly Easy Way 4-1

- Is There Any Limit to Your Memory
- How to Improve Your Memory While You Learn
- How to Improve Your Memory After Learning Period
- Systematic Revision and Daily Routine: The Easiest and Most Powerful Memory Techniques
- Some Other Easy Techniques for Memory
- You Master a New Skill in Steps and Jumps

5. Some Techniques for Improving Memory, Concentration, and Intelligence 5-1

- Take Vitamins to Improve the Functioning Your Brain and Your Body
- Nutrition: Eat Good Healthy Food
- Read Faster and Your will Understand Better
- How to Sleep Well
- Do Aerobic Exercise
- Alpha-Breathing for Relaxation: Simplified Pranayama and Imagination
- Meditation: An Ancient Technique for More Brain Power
- Progressive Relaxation
- Use Sri Yantra for Developing Your Mind Power
- Have Frequent Breaks When Studying
- Increase Your Intelligence by Image Streaming
- Revise, Revise, and Revise

6. How to Use Your Time in the Classroom for Success 6-1

- How Much Time Do You Spend in Classroom? And at home? This Knowledge can Help You Greatly.
- Systematic Revision
- Forget Your Old Note Taking and Take Mind Maps
- How to Get Help from Your Teachers? How to Get More Marks in Practical, Internal, or Laboratory Exams, Without any Extra Work?
- Attending Classes
- Lunch Breaks or Half-Time Breaks
- How to Benefit from Your Classmates' Hard Work
- Should You Participate in Extra-Curricular Activities?

7. Mind Maps: A New Scientific Way to Take Memorable Notes 7-1

- Every Word Has Many Meanings
- Key Concepts and Key Words: The Very Nature of Memory Recall
- Memory Key Words and Creative Key Words
- The Traditional Linear Notes
- Connections: How The Brain Stores Information
- How to Write Mind Maps
- How Are Mind Maps Better than Linear Notes
- The Best Way to Take Notes
- Practice for Writing Mind Maps

8. Program Yourself for Success by Using the Power of Beliefs, Imagination, and Neuro Linguistic Programming 8-1

- Power of Beliefs
- Power of Imagination
- Entering the Learning State
- Anchoring Yourself for Success
- Anchor Yourself for Success While Watching TV or Films
- The Break Routine
- Using Music and Relaxation for Mind Programming
- Changing Beliefs and Habits by Using Neuro-Linguistic Programming

9. Advanced Memory Techniques to Remember Long Sequences, Spellings, and Complicated Things 9-1

- Mnemonics
- The Number-Rhyme Technique for Remembering up to Ten Items
- The Number-Shape Technique
- The Secrets of Memory Techniques
- How to Remember Spellings
- How to Enrich Your Vocabulary

10. Exam Secrets for Getting More Marks 10-1

- Do Not Eat Just Before an Exam
- Sleep Well
- Relax Before the Exam Begins
- Some Suggestions for Taking Exams

- How Do Examiners Correct Answer Papers, and How to Use this Knowledge to Get More Marks
- For Two Types of Questions, You can Even Fool the Examiner
- Take Practice Tests at Home
- Would You Like to Try Mega-Vitamins to Boost Your Intelligence Temporarily During Exam-Days

11. Interview Techniques for Self-Confidence and Success 11-1

- Interviews, Group Discussions, and Public Speaking
- Improve Your Ability to Talk About and Discuss Your Subject Knowledge
- Dress, Greetings, Newspapers, etc.
- How to Develop Confidence for Interviews

12. Some Major Mistakes of Exam-Days and How to Avoid Them 12-1

- Do Not Sleep Too Little The Night of the Exam
- Do Not Hurry While Writing Exam. Relax. Read Questions Slowly.
- Take Special Care of Your Health

13. Questions and Answers: This Knowledge will Help You Greatly 13-1

Introduction

Mind Power Research Institute Pvt Ltd

Mind Power Chambers, H. M. Sector 4, Udaipur (Raj) 313001

Dear Reader,

Welcome to the wonderful world of *Raj Bapna's Mind Power Study Techniques*.

I am sure you will be delighted with what you will learn from this book. It will help you achieve success in studies and in competitions.

By using this book, you will be studying more effectively than 99% of the students. And remember, you are competing against them!

Why did we start this research institute? It is because schools and colleges do not teach about mind power or about study techniques. We, *the Mind Power Research Institute*, research, develop and teach one and only one secret: using more of your mind power.

This book *Raj Bapna's Mind Power Study Techniques* is a complete book. We have written everything that we know into this book. We will not publish another book on *Mind Power Study Techniques*. We are not a book publishing company. We are a research institute.

In future also, all our efforts will continue to be in the field of mind power. Please write to me. I want to know that you are benefiting from this book.

You now have a surprisingly effective book in your hands. The techniques in this book are practical. They work. And they work fast.

Read it. Use it. Benefit from it. And succeed.

Sincerely,

Dr Anil Bapna, Ph D
Founder and Director

India has known the power of mind for centuries. We have been the first and foremost civilization in the world. The whole effort of the Indian genius has been in search of God. We never built weapons. We never became interested in technology.

My whole effort is to combine some of these 5000-year old Indian techniques with the latest scientific discoveries in brain research, nutrition, psychology, and music in America and other countries. The result is this surprisingly effective book *Raj Bapna's Mind Power Study Techniques*.

I teach students to use the same mind power techniques that have been used to search for God. The students can use these techniques for a different purpose--getting marks and achieving success. And I teach those old techniques from the view of a scientist.

This book is practical. What do I mean by practical? For example, when I tell you to take vitamins everyday, I give different recommendations based on how much you can spend: Paise 25, Rs 1, Rs 2, Rs 3, or more. I use a practical approach. Another example, I never ask you in this book to "be confident". It is like asking someone to "be a millionaire". It is that foolish. It is not like wearing new clothes. Being millionaire means having wealth in the bank. Feeling confident means having confidence inside you. I teach you easy practical ways to feel confident. I do not just ask you to feel confident, I give you the techniques that make it possible. My methods have solid foundations in Science. My techniques are scientific.

By practical, I mean you can yourself verify everything in this book by a little effort. Usually in just 15 or 30 minutes.

By practical, I mean this book is written so that you understand it easily. And more importantly, you can use it easily. So that you change, you improve, you become more efficient,

and success becomes easier for you. For this, I have used simple words and simple language.

Using the techniques in this book for one week will convince you that they are amazingly powerful.

The whole book uses one combined approach. In a sense, the whole book is about improving memory. Or the whole book is about increasing intelligence. Or about concentration. Or about success in competition. Actually, everyone of these aspects are tightly interrelated. They all depend or support one another. When one improves others also improve.

For example, reading faster improves your concentration because the mind gets enough work so it does not have time to go in different directions or get distracted. Scientific studies have proved that reading faster improves understanding. This means improvement both in memory and concentration. Some of the intelligence tests are nothing but your ability for memory and concentration.

I give techniques such as memory techniques, faster reading techniques, a technique for relaxation, a technique for sitting in the class, but in a broad sense, these techniques are all about memory and concentration and intelligence and competition success. These can not be separated from one another.

What will the book not do? The book can not give you a photographic memory. The book can not make everyone a topper because there is only one topper in any competition. But what the book can do is almost magical: you will learn to use your talents to your full ability and achieve success.

I teach in an extremely efficient and easy way. You learn easily and you learn quickly. For example, in the next chapter, You will almost double your reading speed in just half an

hour where most books on speed reading take more than one month.

How to Use this Book for Maximum Benefit

Learning any new techniques or skills is like learning to ride a bicycle. It takes practice. You do not learn to ride/peddle a bicycle in one hour. That is impossible.

Do not try to read this book like a novel in one afternoon and expect to learn these techniques. If you do that you would be entertaining yourself, and you will not get the total benefit from this book.

To make the fullest use of this book, plan to spend some time (about half an hour to one hour a day) for a few weeks.

Do not skip any exercise or any technique. It will help if you plan a fixed place and a fixed time each day that you can read this book and learn.

With my best wishes for your success,

Raj Bapna
Udaipur, India
July 1991

1

Learn Two Mind Power Study Techniques in One Hour--And Quickly Improve Your Study Efficiency

This chapter will give a glimpse of the magic power of your mind. This chapter will show you that you are capable of much more than you have been told by others.

You will learn two mind power study techniques:

- The Finger technique to read faster
- The Daily Routine

The Finger Technique to Improve Your Reading Speed Quickly: Proof that You are Capable of Achieving Much More than What Others have Told You

Yes. In this section, we will prove that your mind is capable of much more than what others have told you so far.

In 30 minutes, you will learn the "finger technique" for faster reading and prove that you have the ability to read much faster than you currently do.

Read the instructions slowly. There is no hurry. Just do as I say. Do not skip any step. Every person's mind works the same way. Even if you are already very good at studies, believe me, you will become better. Do not skip something because you are smarter than ordinary people. You will improve. All I ask is about half an hour so that I can prove to you that your mind is indeed much more powerful than you thought.

Let us begin.

Check your reading speed

Let us first find out your current reading speed.

Get a watch that can measure seconds. If possible, ask some one to check the time as you read.

Read the following as you normally read. There is no hurry. Find out how much time you take to read the following. Ready ... start ...

> The young man had looked everywhere for an effective manager but had found only few. The few he did find would not share their secrets with him. He began to think maybe he would never find out what really made an effective manager tick.
>
> Then he began hearing marvelous stories about a special manager who lived, ironically, in a nearby town. He heard that people liked to work for this man and that they produced great results together. The young man wondered if the stories were really true and, if so, whether this manager would be willing to share his secrets with him.
>
> Curious, he telephoned the special manger's secretary for an appointment. The secretary put him through immediately.
>
> The young man asked this special manager when he could see him. He heard, "Any time this week is fine, except Wednesday morning. You pick the time."
>
> The young man quietly chuckled because this supposedly marvelous manager sounded like a "kook" to him. What kind of manager had that kind of time available? But the young man was fascinated. He went to see him.

When the young man arrived at the manager's office, he found him standing and looking out of the window. When the young man coughed, the manager turned and smiled. He invited the young man to sit down and asked "What can I do for you?"

Stop and check your time.

Find your approximate reading speed on the chart below. Write it here for comparing later ____________

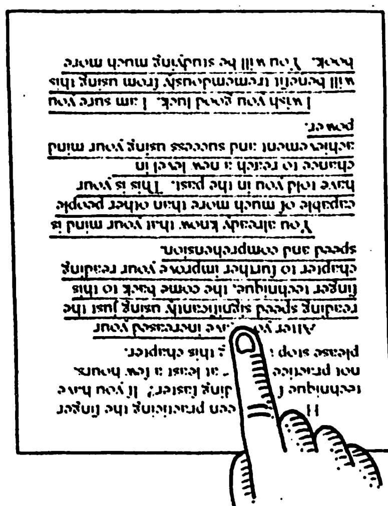
SPEED CHART

If your seconds were	Your speed in words per minute is
10	1368
20	684
30	456
40	342
50	274
60	228
70	195
80	171
90	152
100	137
110	124
120	114
130	105
140	97
150	91
160	86
170	76
180	76
190	72
200	68
210	65

The finger technique for reading faster

Practice Exercise 1. Read this paragraph to understand all the instructions first. Put the book upside down. Yes. All the text will look upside down. You will be using your finger next to the thumb to train your eyes. Move your finger under a line of text as shown below. Move your eyes as the finger

moves. Make sure that your finger does not cross the line. Do not move your lips and do not make sound as you read. Practice this for 5 minutes. As I said before, do not skip this step or you will not improve. Read this paragraph again to make sure you understand it.

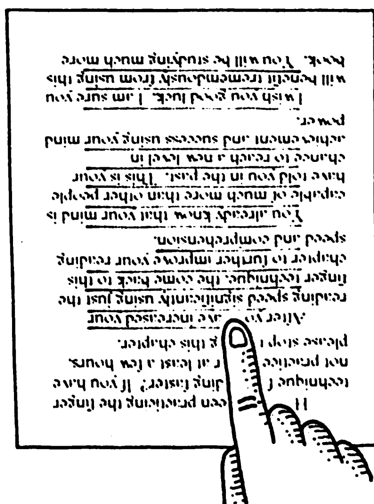


Move your finger end-to-end under each line to guide your eyes for reading faster

Turn this book upside down and begin the practice for 5 minutes. And when you are done, come back here.

Practice Exercise 2. Repeat the above exercise as follows: Since the book is upside down, you should not try to understand any word. Just practice moving your finger and move your eyes with the finger. Move your finger faster. And faster. Keep moving your finger smoothly. Practice for 5 more minutes. Turn this book upside down and begin practice for 5 minutes. And when you are done, come back here.

Practice Exercise 3. Repeat the practice exercise. This time do not move your finger from end to end of a line, but a little less as shown below. Practice for 5 more minutes. This time move your finger faster than ever yet smoothly.



Move your finger less than end-to-end under each line to guide your eyes for reading faster

Practice Exercise 4. Repeat the exercise once again. But this time keep the book normal. And as you move your finger, see the words. Do not try to understand everything. It is enough to understand 70% or 80% only. What is important is to move your finger fast and see the words as your finger moves under a line. Begin practice for 5 more minutes. When you are done, come back here.

Test your reading speed again

Now you are ready to test your reading speed again. Move your finger as you did in the exercise above. Move your finger fast. You do not have to understand everything well. You will

miss some words. That is O K. Do not move your lips and do not make sound as you read. Now close your eyes for one or two minutes and breath deeply. Now you are ready to read faster and to take the test again.

You are going to read fast as if you are in a hurry. Find out how much time you take to read the following. Ready ... start ...

Many years later, the man looked back on the time when he first heard of the principles of One Minute Management. It seemed like a long time ago. He was glad he had written down what he learned from the One Minute Manager.

He had put his notes into a book, and had given copies to many people.

He remembered someone telephoning to say, "I can't thank you enough. It's made a big difference in my work." That pleased him.

As he thought back on the past, he smiled. He remembered how much he had learned from the original One Minute Manager, and he was grateful.

The new manager was also happy that he could take the knowledge one step further. By giving copies to many other people in the organization, he had solved several practical problems.

Everyone who worked with him felt secure. They could also see why the seemingly simple One Minute Management techniques worked so well with people.

Every person who had their own copy of the text could read and re-read it at their own pace until they could understand it and put it tc good use themselves. The manager knew full well the very practical advantage of repetition in learning anything new.

Sharing the knowledge in this simple and honest way had, of course, saved him a good deal of time. And it had certainly made his job easier.

Many of the people reporting to him had become One Minute Manager themselves. And they, in turn, had done the same for many of the people who reported to them.

The entire organization had become more effective.

As he sat at his desk thinking, the new One Minute Manager realized what a fortunate individual he was. He had given himself the gift of getting greater results in less time.

Stop and check your time.

Find your approximate reading speed on the chart below.

SPEED CHART

If your seconds were	**Your speed in words per minute is**
10	1818
20	909
30	606
40	455
50	367
60	303
70	260
80	227
90	202
100	182
110	165
120	152
130	140
140	130
150	121
160	114
170	107
180	101
190	96
200	91
210	87

Write down your new faster reading speed here ____________

Old reading speed ______________

Most people will almost double their reading speed. A few people who are already good at reading or who need

some other types of skills (see Chapter 3), will see a lesser improvement.

If you want to calculate the percentage improvement in your reading speed, you can use the following steps.

Difference in speed = __________

Percentage Improvement = difference x 100 / old speed

= _____ %

Now, are you convinced that your mind and eyes have the ability to read much faster than you do now? Do not worry about understanding. Today is just the first day, so you do not understand fully. Keep practicing. Your understanding will improve in the next few days. Within a week you will have normal understanding. Also, remember that you do not have to understand every word. For example, if you miss something while reading a newspaper or a novel, it is O K.

The Daily Routine: Your Guide to Super Success

I designed the Daily Routine so that you can learn it quickly. You can begin benefiting from it starting today. This will require about 15 to 20 minutes a day of revising your school work. It will also recommend some physical exercise for 30 minutes.

As you learn other specific techniques from this book, this routine will become more and more effective. It will become more and more powerful.

If you ask me to pick the single most important technique from this book, it is this Daily Routine.

I suggest you follow this technique for a few weeks. If you can be regular enough to spend 15 to 20 minutes everyday for a few weeks, I guarantee you will always be using this technique for your studies. And after completing your education, when you get a job, you will continue to use some of these powerful techniques at your job.

The Daily Routine is a systematic approach to studying daily, learning daily, revising daily. This routine is explained in terms of what to do in the class, and what to do at home, etc.

A summary of the Daily Routine is given here. For details, please see Chapter 4.

Summary of
the Daily Routine:
Your Guide to Super Success

Quick revision in the class

- revise previous day's class work when you reach and sit in class or before the teacher starts the class
- revise today's class work when teacher finishes class and leaves

Quick revision at home

- in the morning after waking up, exercising, or breakfast
- before going to school
- in the night before going to sleep
- again next morning
- Sunday - revise this week's class work two times
- monthly (first or last Sunday of month) - revise monthly class work

Study and learn at home

- slowly study to understand class work and to study on your own (self study)
- do numerical questions (example Math)
- write and revise slowly to memorize difficult things

At home

- do aerobic exercise for 30 minutes
- take vitamins and minerals tablets
- regularly do relaxation/breathing
- sleep during day also
- take practice-tests

At school

- tell teacher you are studying hard for competition, merit etc (example, PMT, PET, IAS, etc.)
- request a teacher to correct some of your practice tests
- cooperate with other students (you are not competing only against them)

During exams-days and during exams

- do not eat just before exam
- use alpha-breathing and relaxation techniques
- read questions slowly, think, plan, and then write answers
- sleep well--do not study too hard--do not get tired

General

- read fast
- take notes using "mind-map" technique
- take breaks every half an hour while studying

2

New Research in Brain Science Shows That You are More Capable than You Think

This chapter tells interesting facts about the new research in the science of brain.

This chapter has no techniques. It gives you scientific facts that show that you are smarter than you think. This is the only chapter without techniques in this book. This chapter will help you understand why the techniques in this book work. So do not skip this chapter.

Scientists have learnt more about the brain/mind in the last 20 years than in the whole history of mankind. People who have made these discoveries in brain/mind include neuro-scientists, brain surgeons, psychologists, electronics engineers, and scientists from many other related fields.

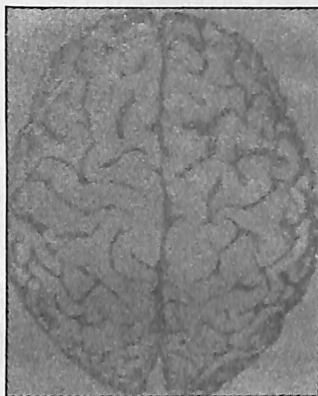
Scientists say that most people use less than 10% of their mind. More than 90% of each person's brain is apparently unutilized.

The Structure of Human Brain

Let us learn about the structure of the human brain.

The physical/biological brain

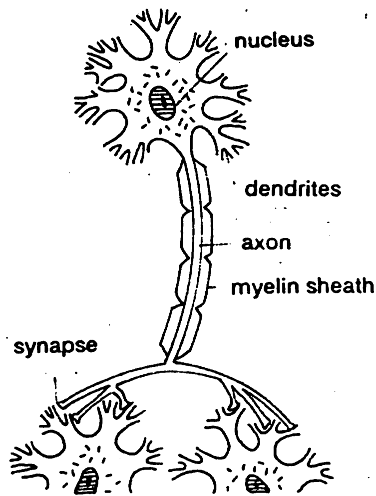
This diagram shows the human brain.



The human brain

Notice that it has a left part and a right part. These two are connected by a *corpus callosum* (made of millions of brain fibers). The convoluted outer surface of the brain is called *cerebral cortex*. This is so much convoluted in human beings only, and it is the seat of human intelligence.

The brain cells are called *neurons*. An average brain contains about 15,00,00,00,000 (1500 crore) neurons.



Neuron or brain cell

A neuron has a center called nucleus and branches called dendrites. Neurons make connections with many other neurons. Current scientific knowledge is that these connections are the basis for all learning and memory. The brain can be imagined as a huge network of connected neurons. This network is far more complex than the complete telephone network in this world. Some scientists have calculated that the total possible connections among neurons are more than the total number of atoms in the whole universe!

Specialization of left brain and right brain

In the 1960's a doctor removed the corpus callosum for some patients who suffered from seizure. Dr Roger Sperry studied these patients. He found that the left brain and the right brain specialized in different modes of thinking and

perceiving. Dr Sperry was awarded a Nobel prize for this breakthrough research.

The left brain is the logical part, it controls speech, words, language. It is methodical and tends to think in step-by-step logical fashion.

The right brain is the creative part, it thinks in images and colors, and it can remember complex pictures and songs (music). It thinks in intuitive way rather than logical way. Is it not surprising that we can recognize hundreds or thousands of songs? It means that we all have excellent memory, we just do not know how to use it for study and exams.

RIGHT BRAIN	LEFT BRAIN
free form	linear
creative	logical
big picture	details
colors	words
essence	language
generalities	specifies
open	closed
new ways	repetitious
adventuresome	cautious



Specialization of the left brain and the right brain

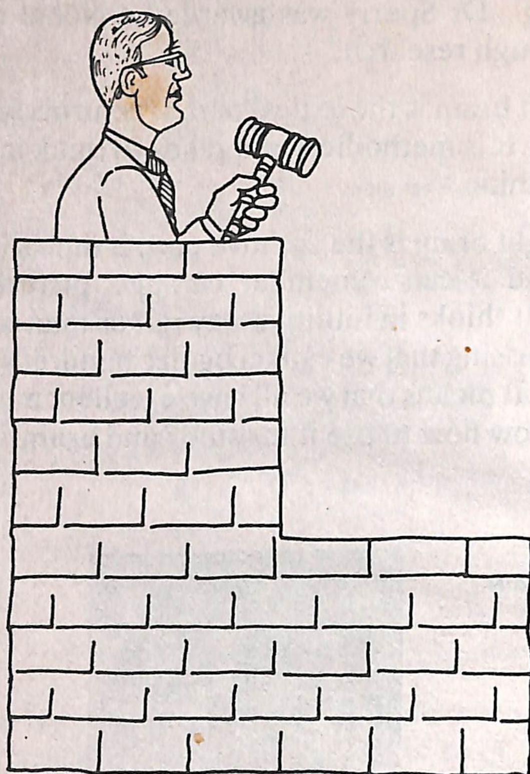


Diagram representing the logical left brain

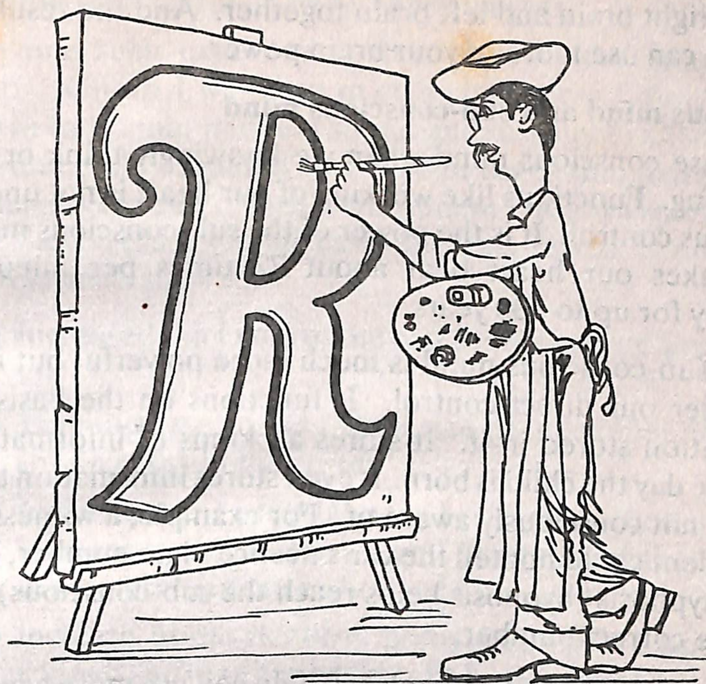


Diagram representing the artistic right brain

These two half brains do not work like separate departments, but in an interconnected and collaborating way. The left brain and the right brain exchange information through corpus callosum.

The left brain controls the right part of the body and the right brain controls the left part of the body. The left brain is the manager, the critical thinker, the accountant, etc.

As children we use both our left brain and our right brain. As a result of our education, our ability to use the right brain is reduced.

Many of the techniques in this book teach you to use both of your right brain and left brain together. And the result is that you can use more of your brain power.

Conscious mind and sub-conscious mind

We use conscious mind when we knowingly think or do something. Functions like working of our heart is not under conscious control. It is the power of the sub-conscious mind that makes our heart beat about 72 times per minutes regularly for up to 100 years.

The sub-conscious mind is much more powerful but it is not under our direct control. It functions on the basis of information stored in it. It stores all kinds of information since the day the child is born. It even stores information that you are not consciously aware of. For example, a witness to an accident could not tell the car's licence plate number, but under hypnosis (hypnosis helps reach the sub-conscious) he gave the correct number.

The techniques in this book will help you use more of your sub-conscious mind for a greater mind power.

Adult Brain Can Grow

Scientists had believed that the physical brain size -- number of brain cells, weight etc -- is based on heredity.

New experiments have now proved that external stimulation of brain or "enriched environments" can significantly increase the brain size, size of neurons, and number of certain cells.

Amazing results from new research on rats

In one such experiment, rats were divided into three groups. Group 1 was kept in ordinary cages. Group 2 was kept in cages that had less sound and less light called "poor environment". Group 3 was kept in cagês that had games, challenges etc called "rich environment". Many experiments gave these results--in all cases the rats raised in enriched environments showed:

- increased thickness of the cerebral cortex or "grey matter"
- 15% increase in the actual size of individual neurons (brain cells) in the cortex
- increase in the protein in the brain proportional to the increase in the cortex weight, proving that the growth was on brain tissue rather just fluid content
- increase in the dendrite branching. (Each brain cell connects with other brain cells by dendrites.)
- increase in the number of dendritic spines per unit length of dendrite. (Dendritic spines are thousands of little projections covering the surface of dendrite.)

In other experiments, scientists discovered that rats that were raised in poor environment for long time, quickly developed intelligence when exposed to enriched environment.

If rats were put in an environment that was too challenging and stressful, the rats did not show enrichment and they suffered mental problems.

People can become more intelligent with age

Against the popular belief that intelligence decreases with age, it has now been proven that with proper nutrition, the

brain does not loose cells but in fact keeps growing, resulting in more intelligence even after 70, or 80, or 90 years of age.

Brain Waves, Brain States and Brain Chemicals

When you drop a small stone in water, you see waves. Similarly our heart and our brain have wave patterns. The wave pattern of the heart is measured by ECG (electro cardiograph). The brain waves are measured by EEG (electro encephalograph).

Using the brain wave studies, scientists have discovered that our brain waves are of four types.

The brain waves also have peaks which are similar to the peaks we see in water waves. The number of times the peak appears in one second is called "cycles". For example, the electricity in India is of 50 cycles per second.

Beta (13 to 25 cycles per second)

This brain wave indicates that your conscious mind is in control. It indicates logical thought, analysis, and action. You are alert and awake talking, speaking, doing, solving problems, etc.

Alpha (8 to 12 cycles per second)

This brain wave indicates relaxation and meditation. It is a state of relaxed alertness good for inspiration, learning facts fast.

Theta (4 to 8 cycles per second)

Deep meditation. This is associated with life-like imagination. This is best for suggestibility and inspiration. This brain wave is dominant in children of age 2 to 5.

Delta (0.5 to 4 cycles per second)

Deep dreamless sleep. Deep relaxation.

Left brain and right brain working together

Usually the left brain and the right brain waves are independent. They reach peaks independent of each other. During meditation and deep relaxation, the left brain waves and the right brain waves happen together. For both, the peaks are reached together. This is called synchronization. Scientists now believe that synchronization makes much greater mind power available. This is associated with learning large amounts of information very quickly as well as with creativity.

Brain chemicals

Scientists now believe that there is electrical and chemical basis for every imaginable mental state.

Brain self-control

It had long been believed that brain activity such as brain waves and secretion of brain chemicals were beyond conscious control. Experiments on Swami Rama of the Himalayas (now in USA) and on bio-feedback has now changed that belief.

Superlearning

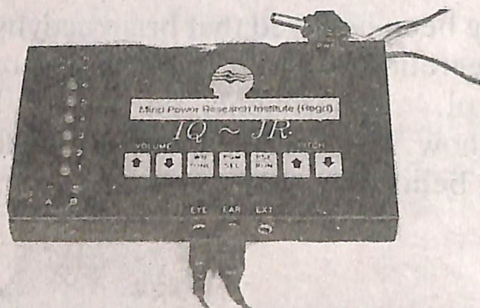
Recent studies indicate that the human brain is capable of much greater learning and remembering than had previously been imagined. Normal people under special conditions can store and recall huge amount of information.

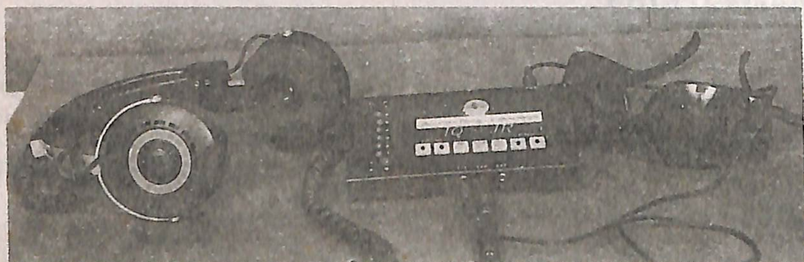
Mind Machines and Computer Meditation

Mind machines and computer meditation are among the most exciting fields of research in the world today. For the first time, now scientists are understanding how to make great improvements in the functioning of any person's mind.

Many new machines are being designed to greatly improve the functioning of the human mind. These machines are called "mind machines". This field of research is just in the beginning stage. There are no studies yet done involving thousands of people to prove the claims.

We have one such machine for research at the *Mind Power Research Institute*.





Components of a mind machine: computerised unit, special eye glasses, and headphones





Some people using the mind machines to relax at the ***Mind Power Research Institute***

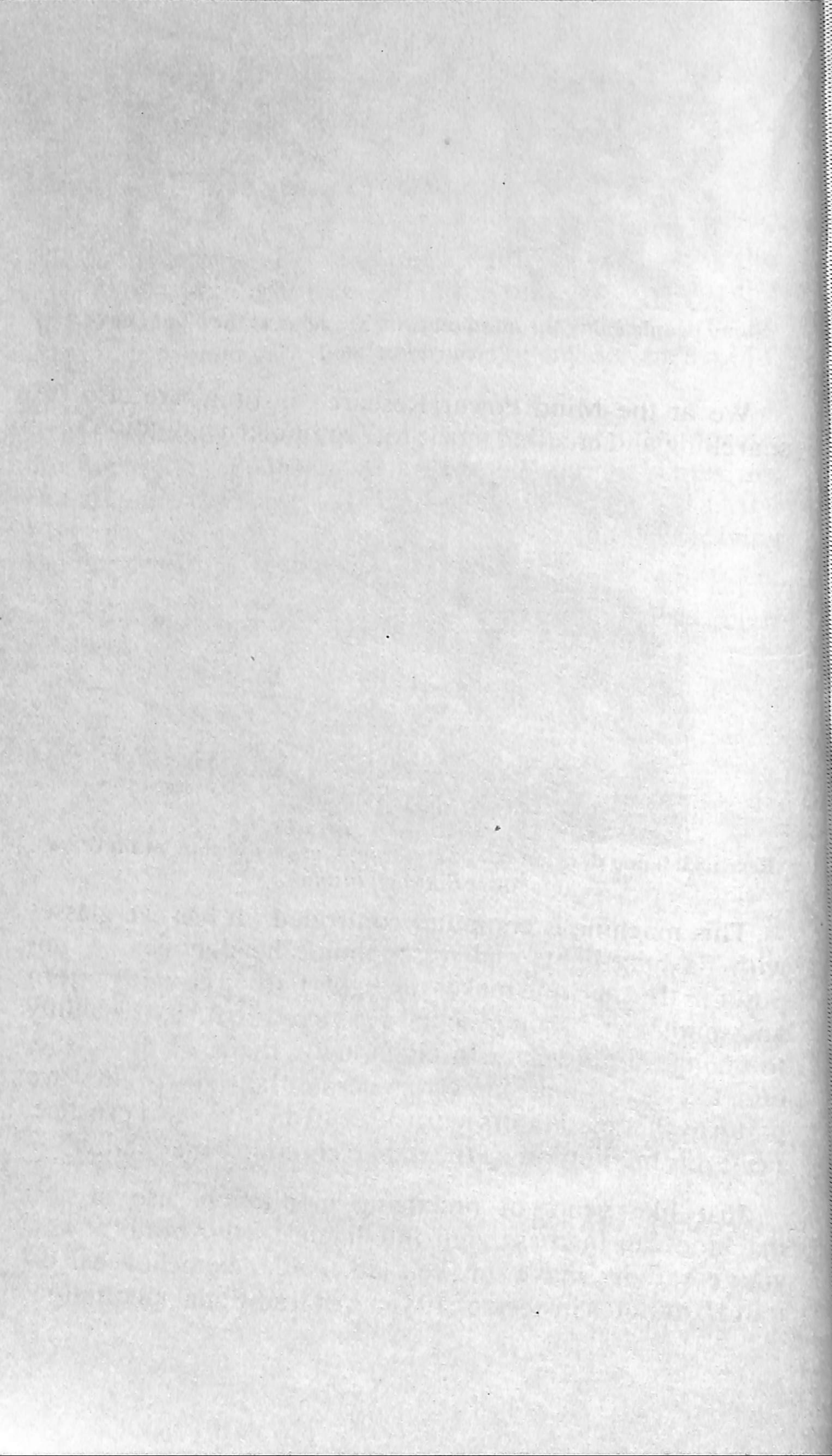
We at the Mind Power Research Institute are also researching and creating music for "computer meditation".



Research being done on music for "computer meditation" at the ***Mind Power Research Institute***

This machine is computer controlled. It has eye-glasses with flashing lights and stereophonic headphones. Computer in the machine makes the lights flash in certain pattern and sends certain sound signals. As a result, it has the ability to change brain waves to alpha, beta, theta, or delta. So, effectively, this machine can generate the same brain wave patterns that meditators learn after 10 or 20 years of practice. I call this meditation by the name "computer meditation".

Just like years of practicing meditation, use of this machine can increase your intelligence, your brain power, your creativity, make your relaxed. And the machine can do it in 10 minutes instead of 10 years of traditional meditation.



3

Read Faster and Understand Better

In this chapter you will learn to take care of your eyes as well as learn techniques to improve your reading speed and comprehension greatly.

I suggest you practice these techniques for one week. You will notice a great improvement in your reading efficiency.

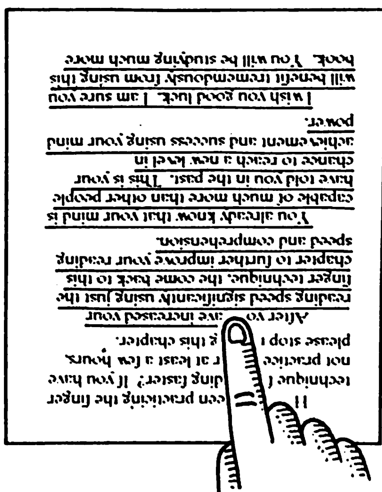
Before You Read This Chapter

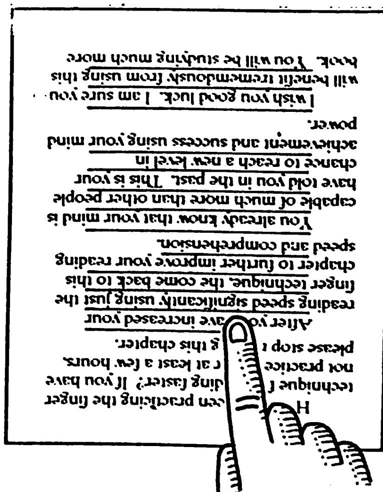
Have you been practicing the Finger technique for reading faster? If you have not practiced for at least a few hours, then please stop reading this chapter.

After you have increased your reading speed significantly using just the finger technique, then come back to this chapter. You will further improve your reading speed, improve your comprehension and understanding, and take care of your eyes.

Summary of the finger technique

The diagrams showing the finger technique are repeated here for your convenience.





The finger technique for reading faster.

Understanding and Taking Care of Your Eyes

Eyes are amazing. Light enters your eye through the lens which focus it onto the retina. The retina has about 15,00,00,000 (15 crore) separate light receivers. These light receivers process lakhs and lakhs of light-energy particles per second.

It has been known for long time that the pupil size adjusts according to intensity of light. When light is not bright, the pupil size increases. The pupil size also increases when you see something of great interest (such as a member of opposite sex). Jewellers in China have known this for centuries. As soon as the jeweller sees an increase in the pupil size when showing items, he knows that the customer is interested in the item, and therefore he charges a higher price.

Your eyes can learn to read faster. Consider what happens when you learn riding a bicycle or a scooter or a motorcycle. In the beginning, when the scooter moves at 15 kilo-meter per hour, you feel that the scooter is moving very fast. You may not even be confident that you can drive safe enough. As you learn more and practice driving, you become more comfortable. After some practice, you become comfortable at 30 or 40 kilo-meters per hour. Then one day you are driving with a friend who asks you to drive very fast at 80 or 90 or 100 kilo-meter per hour. After driving so fast when you again drive at 40 kilo-meters, that looks too slow. Actually, you even feel comfortable at 60. Just one practice session at 90 kilo-meter per hour is enough to make you feel comfortable driving at 60 kilo-meter per hour.

What happens is that your nervous system, your muscles, your eyes all get used to 90 kilo-meter per hour. So when you slow down to 60, you feel very comfortable.

The same is true with reading speed. Simply, try reading extremely fast, much faster than you think you can manage. Then when you read in normal way, your speed would have automatically increased.

Caring for your eyes

Here are some simple but enormously beneficial hints to help relax your eyes when studying or concentrating.

Light

Daylight is the best for your eyes. When there is not enough sun-light, use comfortably bright light.

Breathing

When we concentrate, we tend to hold our breath or we stop breathing for a short period. This creates tensions in our eyes and our bodies.

When you study or concentrate, make sure that your breathing is relaxed, deep, and rhythmic.

Blinking

We naturally close and open our eyes and it is called "blinking". Like breathing, we tend to stop blinking when concentrating. So make sure that you blink when you concentrate. Also occasionally, look away and blink a few times to relax your eyes.

Palming

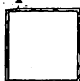
This techniques is to relax your eyes. Use your palms to cover your eyes without touching the eye lids. Make your palms round like when holding water so that you do not touch the eye lids. Your palms will touch your forehead and cheeks so that you will feel complete dark.



Diagram of palming

Experience Your Mind Power As A Magnet

Your mind is capable of getting exactly what it wants. Many psychologists have called the brain a "goal-seeking mechanism". Here are a few exercises to prove to you that your mind does have the quality of a magnet to see what it want to find. Look at this square below.



The following diagram contain only one square like this one. There are many close enough, but only one is identical. Just look at this drawing, and your mind will automatically find what you are looking for.

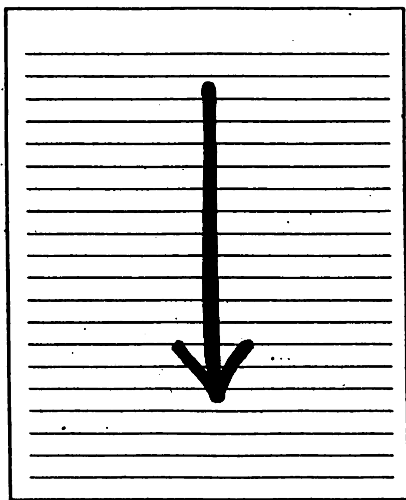
Experience your mind as a magnet

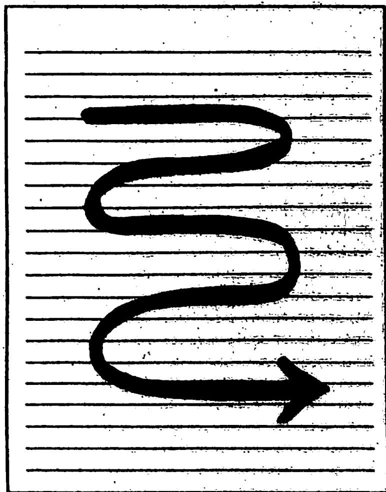
From now on, have a purpose in mind when ever you read anything. When you have a specific goal, your mind will find it.

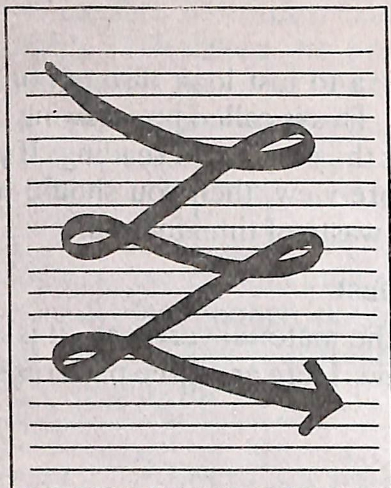
It is a good idea to just look through or scan any thing before reading it. This is called pre-viewing. It can help you determine what is the purpose of reading. If you can not find a purpose after pre-view, then you should possibly skip it; reading may be a waste of time for you.

Scanning a page fast

You can scan the material very fast. It is not reading but more like overview. Here are three patterns shown for scanning.







Patterns for scanning a page fast

As you scan fast, concentrate on the page, but don't read individual words. Relax and don't try to remember what you see.

You should scan this book fast in about 15 to 30 minutes. If it is too difficult, then at least scan the chapter before reading it.

Eye Movement and Why Most People Read Slowly

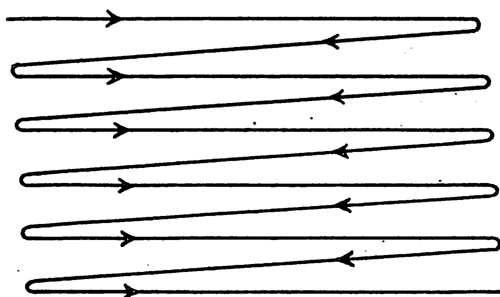
Some people speak words aloud as they read. As a result they can not read faster than they can speak (about 200 words per minute).

Some people do not speak aloud but they need to hear the sounds of the words in their minds. They can read up to 250 words per minute.

These two habits can be eliminated by speaking some nonsense word or phrase such as "da-rum" or "dum-dum" while reading.

Eye movement

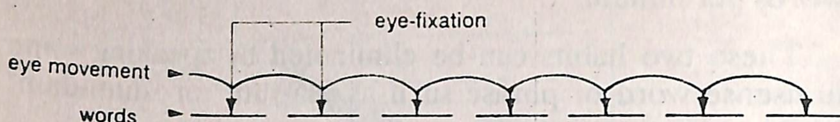
Most people think that their eyes move like this when they read. This is not correct.



Eye movement while reading is not like this

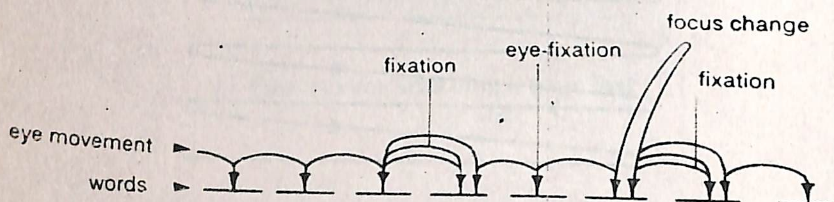
The eyes must hold still to see something clearly. If an object is still, the eye must be still to see the object. If the object is moving, the eye must move with the object to see it.

It is obvious that eyes will have to hold and pause on words to be able to read the words. Eyes move in a series of jumps and stops (called eye-fixation). An eye fixation takes about 0.25 to 1.5 second.



Eye movement while reading. Eye focuses on each word.

Some people also re-read some words. So the actual picture is like this.



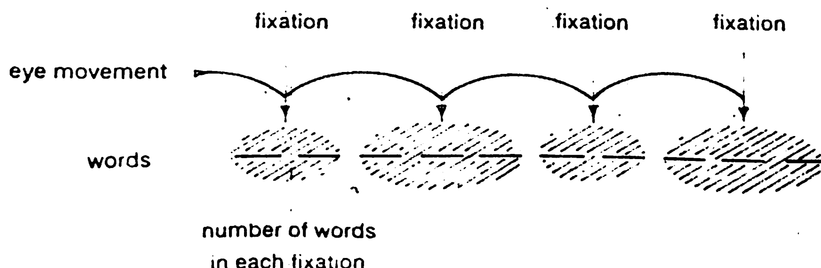
Eye movements of a less efficient reader. There tends to be focus change, and more than one fixation for some words.

Re-reading of some words is caused by the fear that the reader may miss something. Only 10 percent of the words are key words or key concepts. For details about key words and key concepts, see Chapter 7. We can usually afford to miss the rest of them.

The fixation time can be reduced with practice to 0.25 seconds. Actually normal people can see 5 words in 1/100 of a second.

An eye fixation can read up to 5 words rather than one word. For example you can read the following in two eye fixation:

You learn from me.



Eye movements of an efficient reader.

Facts about higher reading speeds

We can read 6 words per fixation and make 4 fixation per second. That means we can read 24 words per second which is 1440 words per minutes.

A faster reader understands better because he is reading concepts or meaningful units rather than words. An example can illustrate this. Have you seen some child or some less educated person. They read one letter at a time, and from the letters, they make words and understand. (They are super slow.)

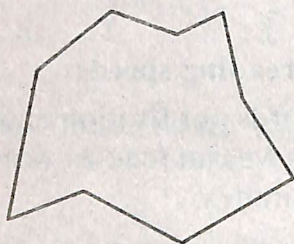
Mind is tremendously powerful. It can process a lot of information per second. At slow reading speeds, the mind does not have enough processing to do, so it has some free time to get distracted. It results in poor concentration.

Higher speed gives better concentration because the mind has to do more work and it has less time to get distracted.

Use a Finger to Guide Your Eyes for Faster Reading

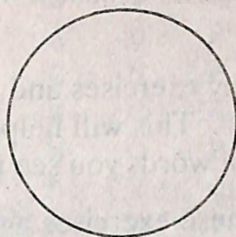
Moving a finger under lines of text can guide your eyes to move faster. This is the reason that by using finger most people improve their reading speed greatly.

Why does finger help? This is simple to understand. Find a friend to do this exercise. Ask your friend to imagine a circle one foot away in front of his/her eyes and move his/her eyes smoothly along the circumference or periphery. Notice the eye movement. It will be somewhat like this:



Unguided eye movement around an imagined circle.

Then move your finger in front of your friend's face and let him/her move eyes along the finger. You will notice that the eye movement is smooth and circular.



Eye movement around a circle when guided with a finger

The finger technique eliminates back-tracking or re-reading words. It also helps you just see a few words together rather than reading one-by-one.

This is the reason why you should continue to practice the finger technique you learnt in Chapter 1.

Once you have improved your reading speed significantly, you can stop using the finger technique.

Expanding Your Peripheral Vision

Of the 15,00,00,000 light receivers in the retina, only a small proportion lies in the region that is used for sharp vision. The remaining light receivers are for peripheral vision.

Peripheral vision is something you are not focusing at, but you are aware of. For example, you are walking on the road, and you suddenly find something coming towards you from

the side. You will notice it because it was in your unconscious or peripheral vision.

I will give you many exercises and suggestions to expand your peripheral vision. This will help you expand your eye-span or the number of words you see per eye-fixation.

Plan to practice these exercises again and again in combination with the finger technique. Continue this practice till you achieve your reading speed goal. Have you set one yet? If not, now is the time to set a goal and achieve it.

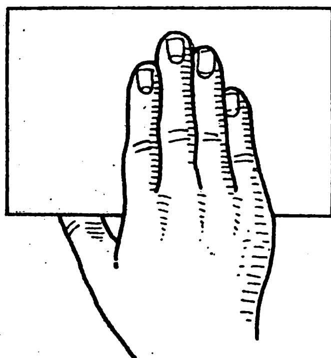
Practice exercises

In the following exercise focus just above the center letter in each line and see all the letters in the line. You may want to use a straight line edge such as a card or a paper.

U R F

A R D

G M N



Holding a card for practice

U	F	R
A	D	R
G	N	M
K	C	A
W	G	P
L	V	Q
K	A	J
S	M	P
K	V	H
P	T	R
L	H	C
G	O	B

If you found yourself saying the letter in your mind. Try repeating some nonsense word such as "da-rum" while you read.

Since you are learning a totally new way to read, do not be concerned about your progress. Practice, practice more, and practice even more. And you will improve tremendously. When you feel comfortable with one exercise, only then go to the next. These exercises will develop increasingly more effective reading skills.

Let's do another exercise.

U	FXY	R
A	DRO	R
G	NXY	M
K	NMC	A
W	TSG	P
L	SMV	Q
K	AAA	J
S	OWM	P
K	DRV	H
P	TOJ	R

This exercise will train your eyes to see more with one eye-fixation. Once you are comfortable or good at this exercise, move on to the next one.

U	F	X	Y	R
A	D	R	O	R
G	N	X	Y	M
K	N	M	C	A
W	T	S	G	P
L	S	M	V	Q
K	A	A	A	J
S	O	W	M	P
K	D	R	V	H
P	T	O	J	R
L	H	S	E	C
G	O	P	O	B

Practice this. When you can see the complete line with one eye-fixation at the center, you are ready to move on to the next exercise.

U	F	XXY	Y	R
A	D	RMC	O	R
G	N	XSG	Y	M
K	N	MMV	C	A
W	T	SAA	G	P
L	S	MWM	V	Q
K	A	ARV	A	J
S	O	WOJ	M	P
K	D	RSE	V	H
P	T	OPO	J	R

Practice exercises to see more than one line at once

The following exercises will train your eyes to see more than one line with one eye-fixation. Practice eye-fixation at the center and see all the surrounding letters. Here are two exercises for you.

W

S M D

F

DWR

JS PNYOM DE

WJF

Using peripheral vision to read

Focus on the dot just above each line and try to see the whole line.

.

You are

.

now mastering

.

the techniques

.

of faster reading.

.

You are

.

becoming

.

more efficient.

.

You can

.

read

.

complete lines

.

just at one glance.

.

You can

.

run through

.

a newspaper column

.

with just one glance

.

at each line.

.

This will

.

improve your concentration.

Now read two lines at a time in the next exercise.

You are
now mastering

the techniques
of faster reading.

You are
becoming

more efficient.
You can

read
complete lines

just at one glance.
You can

run through
a newspaper column

with just one glance
at each line.

This will
improve your concentration.

Newspaper reading

A newspaper column is given below for your practice from The Hindustan Times. Read one line at each glance (eye-fixation). Practice this technique while reading any newspaper.

The secret of such miraculous success is meditation--currently being popularized by TM courses around the world. The explanation is the generation during meditation of alpha waves that come at seven to fourteen cycles per second, slower than beta waves produced in waking state but faster than theta or delta waves, the long slow waves of sleep.

The meditative state simply quietens the conscious mind, stilling in the process those thousands of thoughts that flash through it every minute. Once quiet, the conscious mind permits the unconscious mind to emerge bringing us thus in tune with ourselves. "The Mirror of the Mind can be used to solve any problem, to change any bad habit, to attain any materialistic goal." For instance, by repeatedly focusing on your goal, you are motivated to go after it in ways you may not have thought of before. Visualization might even enable you to see your byline in any magazine. Visualization improves our memory and facilitates passage into the alpha state when the senses are fully alert. Recent work in the field of positive thought and "right brain" theory has opened up a whole new direction.

Two-step reading for books

Since the lines in books are so wide that you can not see the complete line in one eye-fixation. So use two stops or eye-fixations per line.

In the exercise text below, two lines are drawn. These lines are the places for you to focus on each line. Practice this technique with any book you read.

The secret of such miraculous success is meditation--currently being popularized by TM courses around the world. The explanation is the generation during meditation of alpha waves that come at seven to fourteen cycles per second, slower than beta waves produced in waking state but faster than theta or delta waves, the long slow waves of sleep.

The meditative state simply quietens the conscious mind, stilling in the process those thousands of thoughts that flash through it every minute. Once quiet, the conscious mind permits the unconscious mind to emerge bringing us thus in tune with ourselves. "The Mirror of the Mind can be used to solve any problem, to change any bad habit, to attain any materialistic goal." For instance, by repeatedly focusing on your goal, you are motivated to go after it in ways you may not have thought of before. Visualization might even enable you to see your byline in any magazine. Visualization improves our memory and facilitates passage into the alpha state when the senses are fully alert. Recent work in the field of positive thought and "right brain" theory has opened up a whole new direction.

Where To Go From Here

When you read this chapter for the first time, practice these techniques for one week. You will notice a great improvement in your reading efficiency.

Then, you may continue practice for a few more weeks. Or you may stop for a few weeks and then practice again for a week.

If your exams and competitions are several months away, I strongly suggest that you should aim at increasing your reading speed to 500 or 1,000 words per minutes. If your exam or competition is close, then you may like to restart practice of reading faster after the exam.

Reading faster and understanding better will reward you throughout your life. Whatever you learn in your school this year will become less and less important as time passes. But your ability to read fast and understand will become more and more important as you earn more and more in job or business.

4

How To Improve Your Memory in a Surprisingly Easy Way

In this chapter, we will learn a surprisingly easy way to increase memory. We will first learn the psychological basis for the technique.

Is There Any Limit to Your Memory

The following facts show that there is no apparent limit to the capabilities of memory.

Dreams

Many people have dreamt about friends and relatives whom they have not met for 20 or 30 years. In the dreams, the images are perfect with all colors and details. This shows that there is a huge memory storage somewhere in the brain.

Hypnosis and memory

We seem to remember everything that we see, hear, or feel. A person in an accident does not remember a car's licence-plate number, but under hypnosis, he can give the correct number. This shows that he indeed had the number stored somewhere in his brain.

Surprise recalls

Everyone has the experience of suddenly remembering some long forgotten memory. For example, some very old incident or some friend.

Scientific experiment of connecting wires to patient's brain for memory recall

When scientists connect electrodes (wires) to certain parts of the brain, the patients re-experience certain events from their past. They experience those events as if the events were happening now. This is not just memory recall. This is like re-living the experience. In one experiment, these experien-

ces were as old as 40 years. This shows that the information is stored somewhere in the brain.

Near-death experiences

Many people who were very close to death, but did not die have this experience. They say that their whole life flashed before them. They mean entire, total life, everything in their life. Even things they had forgotten.

Photographic memory

Photographic memory means people can, usually for a short time, remember exactly and perfectly, everything they see. This memory fades with time. It can be so accurate that a person can even remember 1,000 separate random dots on a paper. This shows that our short term memory can be perfect.

Scientists now believe that most children have this ability when they are young. But we force them to concentrate too much on logic and language and mathematics and too little on imagination and other mental skills.

Rajan Mahadevan: modern Indian famous for memory

Rajan Mahadevan set a new world record by memorizing 32,811 digits for the value of PI (a mathematical function) on 5th July 1981. Rajan is one of the world's few people alive with such a memory. He again set a new world record in 1982 by memorizing 35,000 digits for the value of PI.

According to Rajan, he is able to remember numbers by associating them with real-life situations.

Though Rajan has a wonderful memory for numbers, he is less than average when it comes to remembering faces. He sometimes forgets where he put his keys.

Most famous memorizer: Russian "S"

The most famous memorizer was a Russian called "S". His memory was so good that if you asked him what happened on a specific day 14 years ago, he would think for a moment and then ask "At what time?" This Russian "S" was studied for 30 years by the most famous Russian psychologist of that time. The psychologist found that "S" was just like any normal person and his memory was indeed perfect. It was found that "S" had by chance discovered the basic "mnemonic technique" as a child and it became natural part of his memorizing. (You will learn this technique in chapter 9.)

How to Improve Your Memory While You Learn

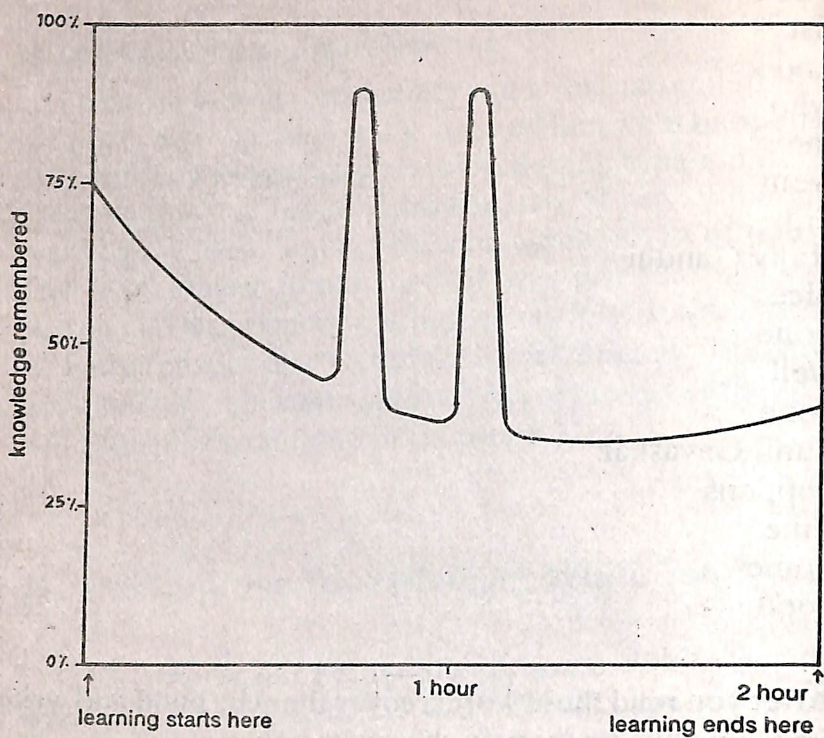
TEST: After this paragraph are some words. Read them once, quickly, and in order. You will not be able to remember all of them. That is okay.

book
list
know
who
me
went
did
Rajiv Gandhi
nice
done
well
gone
Sunil Gavaskar
happens
time
home
good

After you read these words, cover them by hand and write down from your memory in the space below.

____
____
____
____
____
____
____
____

The graph here shows how the memory functions during learning. In graphs we assume 75% as amount learnt or remembered because most standard learning does not result in 100% understanding or memory.



Memory recall during learning. We remember better at the beginning and at the end of a learning period.

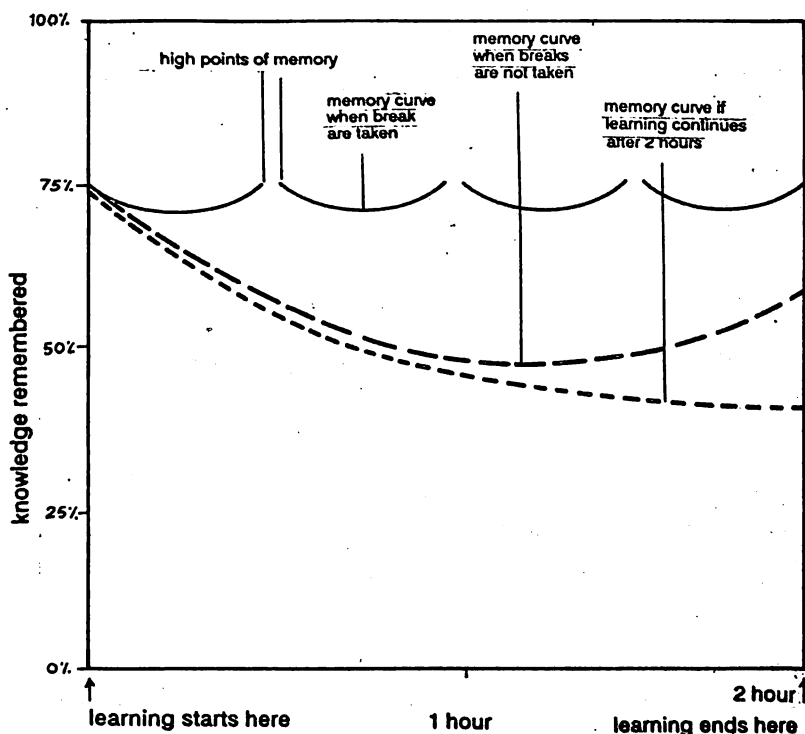
Note that there are two peaks. These peaks correspond to words related to special interest, or unique words for that reader. In this case the words are "Rajiv Gandhi" and "Sunil Gavaskar". The graph also shows that we remember well in the beginning. As the time passes, the memory decreases. Surprisingly, people also remember well in the end of a learning session.

Our memory is better at the end also because the brain/mind does not get additional information. So there is

less competition for this information to get stored and organized in the brain.

In summary, we remember better at the beginning and at the end of a learning period. We remember less during the middle of a learning period. There are occasional peaks corresponding to special items during learning. Now onwards, we will not show the peaks to simplify the graphs.

The graph below shows how memory functions if you read for long periods.



Breaks improve memory during learning.

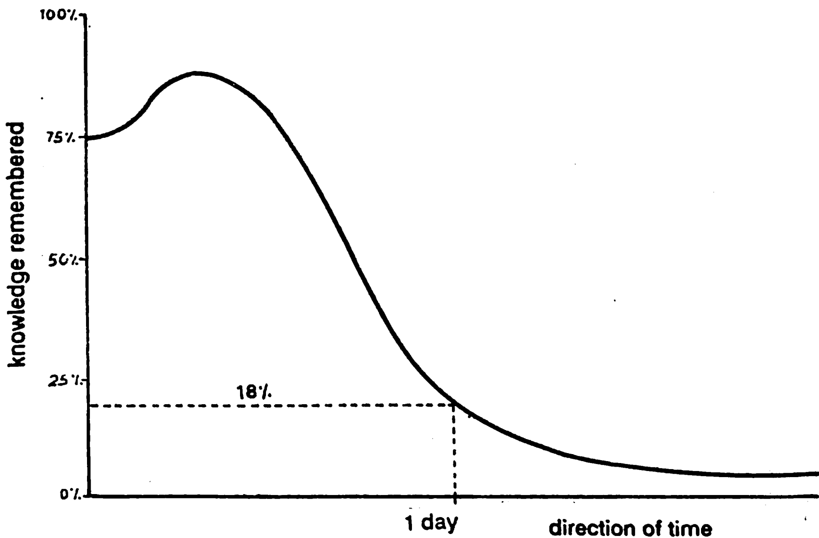
This shows that if we want to maintain our ability to remember high enough, we must take breaks. For normal purposes, we should break every 20 minutes to 40 minutes. The graph also shows the effect of breaks. It shows that if you have four learning periods in a 2 hour sessions, then there are 4 beginning and 4 ends which correspond to high learning and high memory. Since there are 4 learning periods, the middle drop will also be smaller than the drop for one 2-hour learning period without any breaks.

In addition, you should do the Break Routine (see Chapter 8) during these breaks. This relaxation can remove tension in your mind and your muscles. Relaxation also results in increased blood flow to your brain, and that means you function at higher intelligence.

Next, let us learn how memory/recall changes for hours and days after we have learnt something.

How to Improve Your Memory After Learning Period

The graph shows how much we remember after we finish learning something--a class, a lecture, an article, a book, or a speech.



Memory after the learning period. Without revision, we forget 82% within 24 hours.

The graph begins at 75% because normal learning does not result in 100% understanding or 100% memory.

Based on common sense, we think that we remember less and less as time passes. But there is a surprise. We remember better at about 10 minutes after the learning finishes. The reason for this strange memory phenomena is simple: at the moment learning period finishes, the brain has not had enough time to organize and store the last items. It needs a few minutes to store, organize, integrate the last items.

The graph shows that memory decreases sharply after initial learning. We remember only 18% after 24 hours. We forget 82% of all that we learn within 24 hours!! This is a very important fact for you to remember. I will discuss below

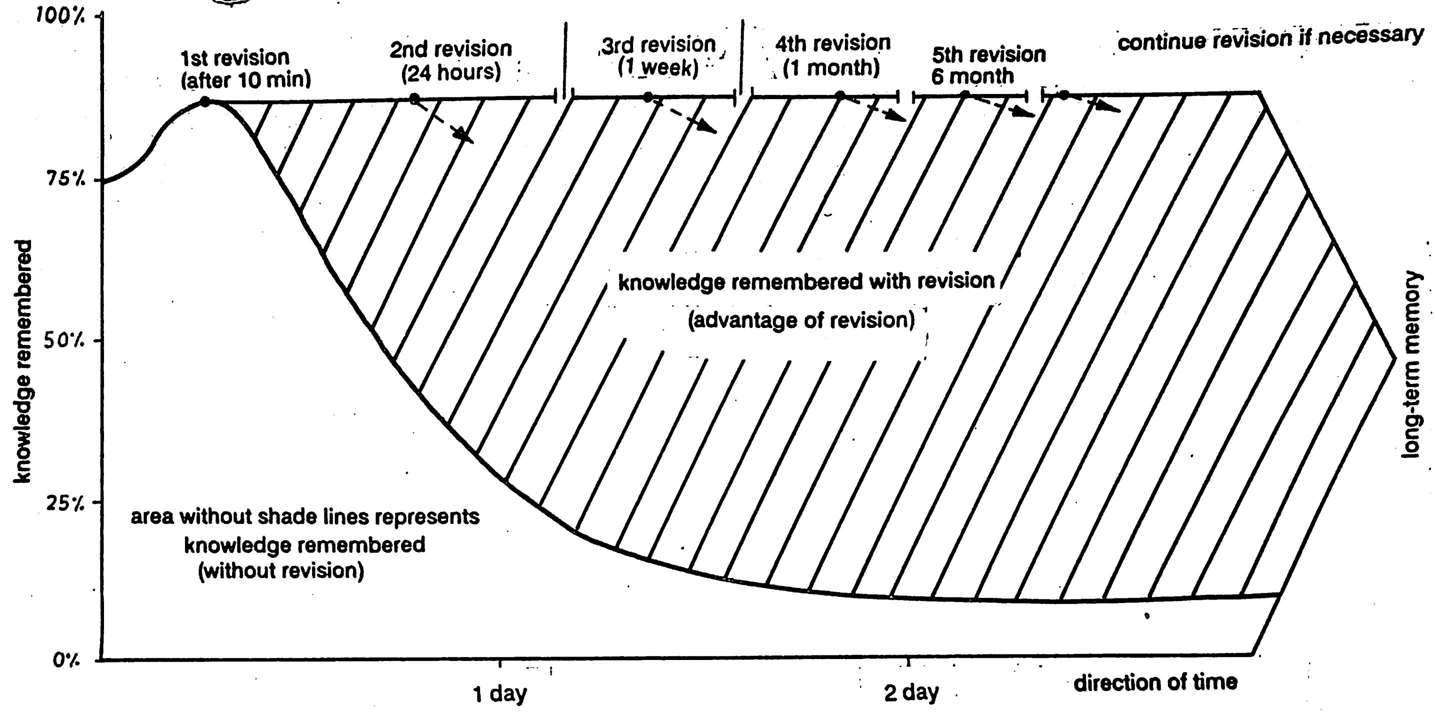
how you can prevent this loss by using the technique of systematic revision.

We remember well for a short-time after learning something. This memory is called short-term memory.

Systematic Revision and Daily Routine: The Easiest and Most Powerful Memory Techniques

I first became aware of the power of frequent revisions in the year of my higher secondary exam. I did not like studying Chemistry. Somehow, I do not know why, I started revising the complete Chemistry book once every three days. This revision continued for the last 3 months before the exam. When the results came I was pleasantly surprised that I got 68 marks out of a total of 70 in theory papers. That was the highest marks I got in any subject. This helped me get the 5th rank among xx 40,000 students in the exam.

The following graph shows how systematic revision can help you maintain a very high memory and recall of what you learn.



Systematic revision improves memory after the learning period.

This graph is a result of research in psychology. It shows that you should revise shortly after learning period (about 10 minutes after learning finishes). You should revise again in 24 hours. Then after 1 week. Then after 1 month, and 6 months, etc. If you revise in this style, then your memory/recall remains very high for long periods of time.

What you remember for long periods of time is remembered in long-term memory.

Systematic Revision is an extremely powerful scientific technique for transferring information from the short-term memory to the long-term memory.

It is important for you to note that Systematic Revision technique improves your learning, thinking and remembering. This advantage gets added up as you use this technique every day. The student who does not use Systematic Revision technique is in fact wasting the time he has already spent on learning something.

This technique will give you, the user of my techniques, a great advantage over the vast majority of students in any competition.

The Daily Routine: Your Guide to Super Success

The Daily Routine is scientific and you can begin benefiting from it starting today. This will require about 15 to 20 minutes a day of revising your class work. It will also recommend some exercise for 30 minutes.

As you learn other specific techniques from this book, this routine will become more and more effective. It will become more and more powerful.

The Daily Routine is a systematic approach to studying daily, learning daily, revising daily. This routine is explained in terms of what to do in the class, and what to do at home, etc.

Let's learn the Daily Routine in detail.

Scientific basis for revisions in the Daily Routine

We have already learnt in this chapter how revision improves recall. We saw a graph based on research in psychology that suggested revising at these times after learning: 10 min, 1 day, 1 week, 1 month....

The graph suggests that you revise two times in one day after you learn something. In the Daily Routine, you will revise six times in one day what you learn new in classroom. So you will remember much better than shown in the graph.

I have designed the Daily Routine so that it is easy to revise 6 times in a day what you learn in the class.

You may be wondering "How can I spend so much time revising?" I teach you three techniques to accomplish this. The first technique is reading faster. The second technique is that you revise quickly--spend just 5 seconds per page. And the third technique is to write notes in special style that help memory and quick revision--these notes are called "mind-maps". For more information on these, please see Chapter 1, Chapter 3, and Chapter 7.

Quick revision in the class

You should revise the previous day's work before the teacher teaches a class. In some schools and colleges, the students go to different rooms. In other schools and colleges the students sit in one room.

If you are in the class room before the teacher comes, then you can revise the previous day's class work.

If you have to go from room to room and you get slightly late, even then you must revise the previous day's class work. Some teachers take attendance, and that is a good time to revise. If the teacher has started teaching, even then take one minute to revise the previous day's class work.

Then revise the new lesson when the class is over.

Quick revision at home

Daily revision. Revise the previous day's class work and self-study work after waking up or after morning exercise or after breakfast. Revise the previous day's work again before going to school. Revise today's work before going to sleep and again next morning.

Weekly revision. Each Sunday, you should revise the whole week's work two times. It could be any two times. One possibility is: in the morning and in the evening. Any other time is also okay.

Monthly revision. Once a month you must revise all that you have learnt in that month. Since this revision will take many hours, Sunday or other holiday is a good day for it. You may decide to revise monthly on the first or the last Sunday of the month.

Study and learn at home

We have discussed above "Quick revision at home". That covers only fast revision. That does not include understanding or learning in detail what the teacher teaches or what you want to learn on your own.

You should learn, understand new lessons or what the teacher teaches without being in a hurry. This kind of work

also includes doing numerical problems as in Mathematics and writing and memorizing difficult things.

General at home

In addition to learning and revising at home, you should do some other activities which will indirectly increase your intelligence and your mind power, improve your health, and help you achieve success.

Follow these activities. Do *aerobic exercise* for 30 minutes every day. Take vitamins and minerals. Sleep during day time also. Take practice tests. Do breathing exercises and use relaxation techniques regularly.

General at school

You can do some things in your school that will help you get more marks and help you learn and improve. These are in addition to attending classes attentively and revising.

Tell your teacher that you are working hard. Tell him or her that you are aiming at rank, PMT, PET, IAS, or whatever be the case. Your teachers want you to succeed. Once they know that you are working hard, they may also help you.

Request your teachers to check the answer books for your practice tests, and to suggest you ways to improve.

You are not competing only against the students in your class. You are competing at all-India level or all-State level. So help other students and get help from them.

During exams-days and in exam-room

During exam-days you should sleep well. Do not study too hard. Do not get tired. If you are tired, you will not be able to do your best in the exam.

Do not eat just before going to an exam because it will lower your intelligence. (To find out why, see Chapter 10.)

While in the exam-room, use alpha-breathing and relaxation techniques to relax. Do not be in a hurry. Read the questions slowly. Think and plan your answer, and only then begin to write answers to questions.

General

Whenever you read something, read fast. When you read newspapers or magazines, read much faster than when you read text books. Break every half an hour when studying.

Whenever you take notes, use the "mind map" technique.

Take breaks every half an hour while sutdying. The thing to do during these breaks is the Break Routine given in Chapter 8.

Some Other Easy Techniques for Better Memory

Let us discuss some more easy techniques for improving your memory.

Special music can improve your memory

What is music? You can look at music as sound waves. So listening/hearing music means taking bath in some specific rhythmic sound waves. Music affects not only your ear/mind but your body also.

Certain music can relax your mind and your body. This can be verified by EEG studies of your brain waves and by measuring body relaxation. These types of music increase alpha brain wave component in your brain waves, which indicates relaxation.

In particular, the classical music called Baroque as well as nature's music (birds, rivers, rain, river-falls, etc.) that you hear in the park, relax you.

Even Indian film music/songs or western Rock-n-Roll music can relax you. It actually depends how well you have experienced relaxation. How well can you relax? As you learn to relax more, you will find that you find less and less types of music to be relaxing. You will find that noisy music is no more relaxing. For example, I do not find Rock-n-Roll and "tabla" or "drums" music very relaxing. The music I like ideally for relaxing is nature's music and slow string-instrument (like Sitar).

We at the *Mind Power Research Institute* are working with various types of music for this purpose. If you have tape recorder or if you are interested in this research, please send a self-addressed-stamped envelope.

Memory maps - a scientific way of taking memorable notes

Memory maps is a scientific way of taking/writing notes that helps your memory. These notes utilize the knowledge about how the mind works.

To learn about memory maps and key words, please see Chapter 7.

You Master a New Skill in Steps and Jumps

As you learn some new skill like riding a bicycle or spelling correctly or writing good essays, you master it in steps and jumps.

There is no improvement for some time (a few days in case of learning to ride a bicycle). Then suddenly, there is a large

jump in learning. It shows that there must be certain amount of work or effort on your part before a jump in learning can happen.

Again for sometime, there is no learning, no improvement. Then after some time, again, there is a sudden jump in learning.

This shows that you do not accomplish similar amounts of learning everyday even though you spend the same amount of time everyday.

Even if your learning progress is slow, keep studying day after day without getting discouraged. Finally, you will see a jump in your learning.

It happened to me in class IX. People from my place (Rajasthan) are not good in English. I also was weak in English. My teacher would make me stand up and ask questions about English grammar ("Direct-Indirect" and "Active-Passive"). And I would give wrong answers every day. This made me feel bad. I bought a book on English grammar and studied regularly. But there was no progress for a long time--till the half yearly exams. Then suddenly, during a period of a week or so, I understood it. I became the best in the class. I could answer any question the teacher asked on "Direct-Indirect" and "Active-Passive".

5

Some Techniques for Improving Memory, Concentration, and Intelligence

In this chapter, we will learn some techniques which directly or indirectly improve memory, concentration, and intelligence.

Take Vitamins to Improve the Functioning of Your Brain and Your Body

One of the simplest and also one of the most important ways to improve the functioning of your brain and your body is to take vitamins and mineral supplements.

This is a controversial topic. Most doctors in America and other advanced countries agree that people should take vitamins everyday. The controversy is about how much vitamin to take regularly. Even in those countries most doctors are old-fashioned in the sense that they want to stick to old recommendation called RDA (recommended daily allowance) which is the minimum amount necessary. Many doctors now believe that a much larger amount is needed for best (optimal) functioning of the body and the mind.

I am not a medical doctor. What follows is my recommendations based on my reading several books. In particular the Nobel prize winner Linus Pauling's book *How to Live Longer and Feel Better*, published in 1986.

You should consult a doctor before taking vitamins and mineral supplements.

You can also take this book with you when you go to see a doctor to discuss vitamins.

Value of vitamins and minerals for proper functioning of your body and your brain

I will quote Linus Pauling from his book "How to Live Longer and Feel Better". He writes

> My most important recommendation is that you take vitamins every day in optimum amounts to supplement the vitamins that you receive in your food. These optimum amounts are much larger than the minimum supplemental intake usually recommended by physicians and old-fashioned nutritionists. The intake of vitamin C they advise, for example, is not much larger than that necessary to prevent the dietary-deficiency disease scurvy. My advice that you take larger amounts of C and other vitamins is predicted upon new and better understanding of the role of these nutrients--they are not drugs--in the chemical reactions of life. The usefulness of the larger supplemental intakes indicated by this understanding has been invariably confirmed by such clinical trials as have been run and by the first pioneering studies in the new epidemiology of health.
>
> ... young people, striving to find their places in the world, live under great stress.
>
> ... I have formed these beliefs on the basis of my knowledge of a great many observations about the effects of vitamins in varying amounts on animals and human beings under various conditions of good or poor health, ...

... At present time the main job of the physician [doctor] is to try to cure the patient when he or she appears in the office [hospital] with a specific illness. The physician usually does not make any great effort to prevent the illness or to strive to put the person consulting him or her in the best of health.

"... If you don't take ascorbic acid [vitamin C] with your food you get scurvy, so the medical profession said that if you don't get scurvy you are all right. I think that this is a very grave error. Scurvy is not the first sign of the deficiency but a premortal syndrome, and for full health you need much more, very much more. ..."

The discovery of vitamins during the first third of the twentieth century and the recognition that they are essential elements of a healthy diet was one of the most important contributions to health ever made. Of equal importance was the recognition, about 20 years ago, that the optimum intakes of several of the vitamins, far larger than the usually recommended intakes, lead to further improvements in health, greater protection against many diseases, and enhanced effectiveness in the therapy of diseases. ... The nutritional establishment has shown itself to be, however, .. sluggish in recognizing this discovery ... .

Of all the organs in the human body, the brain is the most sensitive to its molecular composition. The proper functioning of the brain is known to require the presence of many

kinds of molecules in the right concentrations. The physiology of the brain tends to always maintain that environment constant. In persons suffering from scurvy the concentration of vitamin C in the brain is kept high even when there is almost complete depletion in the blood and other tissues. So sensitive is the brain that if a person is deprived of oxygen for a few minutes, the brain dies ... while the other organs survive.

An interesting investigation ... It was found that the average measured intelligence quotient (IQ) of the higher-vitamin-C group was greater than that of the lower-vitamin-C group in each of the four schools; for all seventy-two pairs of the subjects the average IQ values were 113.22 and 108.71, respectively, with an average difference of 4.51 [in IQ]. Both the groups were given supplementary orange juice [which has vitamin C] during a period of six months, and the tests were repeated. The average measured IQ for those in the initially higher-vitamin-C group had increased very little (by only 0.02), whereas that for the lower group had increased by 3.54 IQ units ..."

Of the several books that I have read on nutrition, vitamins etc, I have quoted one of the most respected researchers. This should convince you about the need for taking vitamins for proper or best functioning of your body and your brain.

Normal food can not practically have all the nutritious things we need

We need to take vitamin tablets because it is practically impossible to get enough vitamins from normal food. We can not get enough vitamins from normal foods because our food was not designed keeping in mind the nutritional needs of our body.

Particularly, in our country, food evolved based on poverty and need for high calories. Just 50 years ago, we, the people of India, had to walk a lot. Just 10 or 15 years ago, many more people used to walk or ride a bicycle. Now slowly we are moving towards cars, buses, or two-wheelers. As a result, the total amount of calories that we need is significantly lower than it used to be.

On one hand people of upper middle class and upper class continue to eat a lot of food. No wonder so many of them are becoming fat and unhealthy because of eating too much.

On the other hand some middle class people and poor people do not get enough nutritious food. They are under nourished. They are thin and smaller in size (Yes, good food may make you grow bigger in size, even though the main factor is genetics. For example, in England girls are, on an average, one inch taller than their mothers.)

Further, the food you eat keeps varying everyday.

Dr Linus Pauling's recommendation

Dr Linus Pauling recommends the following in his book "How to Live Longer and Feel Better":

VITAMINS

Vitamin C	1-18 g
Vitamin E	800 IU
Vitamin A	20,000-40,000 IU
Vitamin K	none
Vitamin D	800 IU
Thiamine, B1	50-100 mg
Riboflavin, B2	50-100 mg
Niacinamide, B3	300-600 mg
Pyridoxine, B6	50-100 mg
Cobalamin, B12	0.1-0.2 mg
Folacin	400-800 mg
Pantothenic acid	100-200 mg

MINERALS

Calcium	100 mg
Iron	18 mg
Iodine	0.15 mg
Copper	1 mg
Magnesium	25 mg
Manganese	3 mg
Zinc	15 mg
Molybdenum	0.015 mg
Chromium	0.015 mg
Selenium	0.015 mg

My recommendations: take the following vitamins and minerals daily

It is not yet common or popular in India to take vitamin tablets. It is because India has been poor. We, as a nation, are slowly becoming rich: we are getting color TVs and VCRs, and washing machines, and scooters and motorcycles

and cars. The next step will be heart diseases: heart attacks and heart fails. And the next stage will be health consciousness: physical exercise, health clubs, and vitamins. As a user of this book you may be about 10 years ahead of the nation in taking vitamins.

I strongly recommend that you take vitamins and minerals every day. I will recommend that you plan to take vitamins for the rest of your life.

I know that not every student can afford to pay for high doses of vitamins for daily use.

The vitamins and minerals you can take depends on how much you can afford to spend on this.

If you are willing to spend about 25 paise per day, then I suggest you take one Vimgran (Sarabhai) tablet daily.

If you are willing to spend about Rs 2 per day, then I suggest you take one tablet of Supradyn (made by Roche) and 2 tablets of chewable Suckcee (equal to 1000 mg of vitamin C) per day. Before making this recommendation, I found out some top vitamin tablets and compared their contents and their prices in May 1991. The analysis showed that Supradyn offers the best value for your money.

	Supradyn
Vitamins	
A	10,000 IU
B1	10 mg
B2	10 mg
B3	100 mg
B6	3 mg
Pantothenic acid	16 mg
C	150 mg
E	25 mg
Biotin	0.25 mg
Minerals	
Calcium phosphate	129 mg
Magnesium	60 mg
Ferrus sulphate	32 mg
Manganese	2 mg
Copper	3.39 mg
Zinc	2.2 mg
Cost per tablet	**Less than 75 paise**

If you are willing to spend up to Rs 3 per day, then take one tablet of Supradyn and 2 tablets of chewable Suckcee, and one tablet of Evion 400 (400 IU of vitamin E) per day.

If you are willing to spend more than Rs 3, then I suggest you consult some doctor, pay the fee, discuss your vitamin needs, and find out how you should take the following:

Multi-vitamin (higher than the minimum amounts)
Multi-mineral
Vitamin C
Vitamin E
PABA (100 mg Para-Aminobenzoic Acid)
Inositol (250 mg)
Choline (250 mg)

In addition to the vitamins of the B group, the last three nutrients are particularly important in functioning of your brain. You may also like to add Selenium and additional amounts of B vitamins to match those amounts recommended by Dr Linus Pauling.

IMPORTANT CAUTION

Do not take more than one tablet of a multi-vitamin and multi-mineral supplements because you will get "too much" minerals which is dangerous for your health. While most of the excess vitamins are passed out of the body, the excess minerals are not. The right way to take large amounts of vitamins is either follow my recommendation after consulting your doctor, or ask the doctor for some prescription to suit your special nutrition needs.

Nutrition: Eat Good Healthy Food

Many books are available on this topic. I can not tell enough about food in the limited space here.

However, I will mention a few very important things you should consider.

Goal of good health

The goal of eating is to enjoy the very experience of eating and (1) have a lot of energy and (2) have strong body.

To me, good health means only two things: energy and strength. Being "not fat", or being "not thin", or being "normal" is not the goal. Being fat or thin is a way to know that there is something wrong with your life style.

So, do not change your diet just to be thin or fat, but rather see a doctor and make necessary changes so that you have a good health. So that you have enough energy to study. So that you do not feel tired. So that you do not feel weak. So that you feel strong.

Some tips on what to eat

Drink a lot of water. Avoid too much sugar and too much oil (and *ghee*). Eat when you feel hungry, but do not over eat.

If you are rich enough to eat as much fruits as you like, then eat a lot of fruits, drink a lot of fresh fruit juices (canned and bottled fruit juices are of no use), eat a lot of fresh vegetables. Also take dry fruits. Eat a variety of food items. Eat cheese, drink milk for protein.

If you are not rich enough to eat fruits and vegetables, then eat whatever you can afford. It is likely that you do not get enough protein, so you should eat ground nuts and soybean for protein. Because a large number of people in India are vegetarians, soybean is becoming popular. You can eat it with vegetables, or mix it with *chapati* flour etc.

Read Faster and You will Understand Better

Read faster. It will save you time and also help you study more in less time. The most important use of faster reading is not in learning a subject for the first time but revising it again and again and frequently.

For details, see Chapter 1 and Chapter 3.

How to Sleep Well

Sleep is essential. During sleep, your body recuperate (repairs itself). You also dream while sleeping. Many scientists say that it is during dreams that the whole day's memory is reorganized in the brain.

The amount of time people need to sleep varies. Some people need more than 8 to 10 hours of sleep while others may need just 5 or 6 hours. Sleeping between 4 to 10 hours is normal. Most people sleep between 6 to 8 hours a day.

While too little sleep may make feel you restless, too much sleep can make you feel lazy. If you sleep well, you will feel energized on waking up and ready for a new day. If you feel tired after your normal sleep in night, you should consult a doctor.

Your sleep happens in cycles. These are 90 minute cycles. Your sleep process repeats every 90 minutes. During these 90 minutes the brain waves change representing change from awareness to deep sleep. In each cycle there is a period for REM (Rapid Eye Movement). During this period there is rapid eye movement and now it has been found that this REM sleep represents dreaming.

You can do the following to get good sleep:

- Keep your room quiet and dark. If you do not have a separate room, you may not be able to do this. At least, you can request the other members of your family to try to be quiet.
- Avoid coffee, especially after lunch time.
- Eat less of sugar, salt, fats (oils and ghee), difficult-to-digest foods, especially at night.
- Physical exercise helps, preferably in the afternoon, but not in night.
- Take time to slow down. If you are doing something very active and suddenly you go to bed, you may not get sleep. So spend the last hour or so doing relatively unstressful activities.
- Try to go to bed at the same time every night.
- Do not read or watch TV when in bed. Use bed for sleep only.
- Learn and do relaxation exercises in this chapter.

Sleep during day time also

Sleeping for a little while (half an hour to over one hour) during day time is of great value. For example, you can sleep when you come back from school. This will make you fresh again. So, you can study more efficiently in the evening and the night.

Do it for one week. If you like it continue.

Do Aerobic Exercise

Doing regular physical exercise based on your age, health and physical abilities is important to your mental functioning. Exercise brings more oxygen to the brain through improved blood circulation. This additional oxygen improves the functioning of your brain.

Two important points to remember (1) Be regular in exercise (2) Do not do too much exercise in a single day.

Types of exercise

As more machines were developed in the advanced countries, many people stopped doing physical activities. This eventually resulted in heart diseases. As a result, a lot of research was done on "How to exercise for keeping the heart good?". The result is the concept of "aerobic exercise".

Exercises are of two types: (1) Aerobic exercises (2) Anaerobic exercises.

An example of Anaerobic exercise is weight lifting. In such exercises, you apply a lot of pressure for short time, then relax and repeat. These exercises develop big muscles but they do nothing for your heart.

Aerobic exercise are excellent for your heart. For example walking, jogging, running, cycling, and swimming. It is recommended that you warm up for 10 minutes, then exercise for 20 minutes, and then cool down for another 10 minutes.

Why aerobic exercise is also good for weight control

Aerobic exercise is good for weight control or for reducing fat in the body.

It is because of the way human body evolved in the jungle. If you need to suddenly run away from danger, you need the

energy immediately. The body uses glucose for this purpose. If you continue that activity for about 5 minutes, then the body assumes that you need to continue longer. The body, then start using body-fat for energy. This is why it is important to continue exercising (walking, running etc) rather than starting and stopping many times.

Alpha-Breathing for Relaxation: Simplified Pranayama and Imagination

Alpha-breathing is combination of imagination and a simplified version of Pranayama (Yoga of breath). It is a technique of deep regular breathing.

Deep breathing is important for three reasons.

First, the brain needs a lot of oxygen to function at high level of intelligence. The brain weight is about 1.5 kilogram, which is about 3% of your body weight. But, the brain uses 20 to 25 percent of the total oxygen intake. Deep breathing helps satisfy the oxygen demand of your brain.

Second, deep breathing relaxes you.

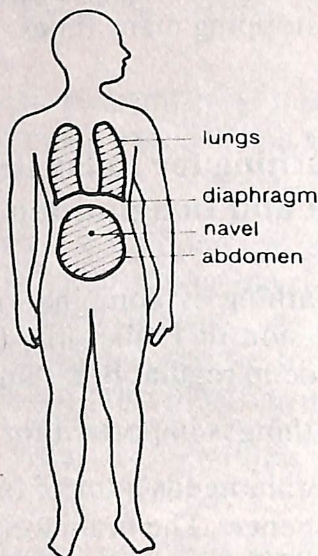
Third, breathing with a steady natural breathing cycle is one of the easiest and most effective way to increase alpha content of your brain waves. This helps learning.

Breathe from your diaphragm

Before we learn alpha-breathing, let us learn to breathe from diaphragm.

Common sense says that for deep breathing our chest should move in and out. Not our stomach. But it is not true.

Diaphragm separates lungs from the stomach. In fact, the diaphragm is the muscle of breathing. As your stomach moves slightly outward, the diaphragm moves down, and as a result the lungs expand.



Breathing from diaphragm

If you watch a child sleeping, you can notice that the stomach moves in and out as the child breathes. That's what you should also do.

Practice breathing such that your stomach moves in as you breathe out. And your stomach moves out as you breathe in.

Alpha-breathing

Here are the steps of alpha-breathing. Use this technique now before reading any further. Use this technique regularly for relaxation.

- Repeat the following steps 4 times.

- Breath from your diaphragm. Breath in through your nose for a count of four (saying to yourself one, two, three, four.)
- Hold your breath for a count of four. While holding, imagine that oxygen is relaxing your brain and your body.
- Breathe out through your mouth for a count of four. While exhaling, imagine that any stress and tension in your body or mind are going out with the breath.
- Do not pause. Immediately repeat the above steps.

Meditation: An Ancient Technique for More Brain Power

Let us now learn about meditation.

Scientific research on meditation

As the advanced countries became interested in meditation, they also did scientific research to find out the effects of meditation on body, mind, and performance.

TM (transcendental meditation) created by Maharishi Mahesh Yogi is the most extensively researched of all the meditations. Mahesh Yogi got an M. Sc. in Physics before becoming a yogi. He became world-famous in the 1960's when the famous American music group "Beatles" came to learn meditation from him. Even Ph D work has been done on the effects of TM. There are over 350 published studies on TM in prestigious scientific journals.

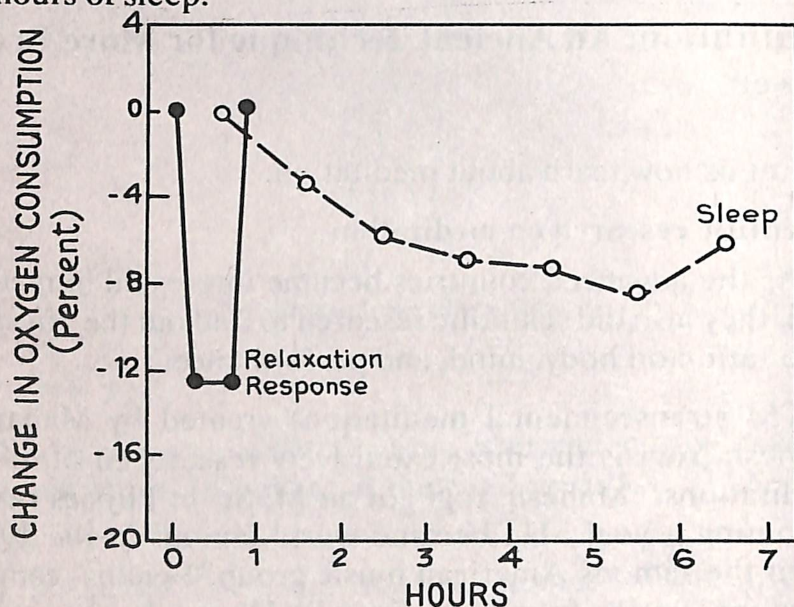
The scientific research on TM showed that the TM practice produces a state of rest and relaxation deeper than sleep. That it reduces anxiety and stress, lowers high blood pressure,

strengthens immune system. Students who practiced TM got better grades or more marks.

The long term benefit seems to be slowing down of the ageing process. Five-year TM meditators were tested to have 12-year younger "biological age" as compared to people who do not meditate.

Sleep vs meditation

During sleep, we rest and relax. As a result, the need for oxygen reduces. We consume less oxygen. The following graph shows that 20-minute practice reduces the oxygen consumption to less than the oxygen consumption after about 5 hours of sleep.



Relaxation during sleep and during meditation

Lower oxygen consumption means a more relaxed state (also called deeper relaxation). It means you are more relaxed in meditation than in deep sleep.

How to do relaxation response or TM

To Learn TM, you have to go to a trained teacher who gives you a mantra and teaches you TM.

Based on TM, another technique called Relaxation Response was developed. You can learn this technique from the following instructions.

I do not recommend it to everyone. I learned TM from a trained teacher in Madras but I myself do not practice TM or Relaxation Response. I prefer *Progressive Relaxation* because I find it much easier and time-saving and it gives me almost the same benefits as TM. You will learn it in the next section.

I am including Relaxation Response for those people who can not relax or who can not sleep well.

Here are the steps for Relaxation Response:

- Choose a focus word or a short phrase for which you have deep belief or respect. For most people, this would be name of some god such as Buddha, Rama, Krishna, Allah, Mahavir, etc.
- Sit quietly in a comfortable position.
- Close your eyes.
- For each part of your body (for example, hands, legs, chest, head, etc.), move it a little bit so it relaxes.
- Breathe slowly and naturally. As you keep breathing, repeat the focus word.
- The experience is different for everyone. Whatever you feel, whatever happens to you is right for you. Take a passive attitude. Do not worry about doing it well.
- Continue it for 10 minutes or 20 minutes.
- Practice this technique once or twice daily.

Progressive Relaxation

This is an easy to learn technique for relaxation.

This is my favorite technique. I like it because it is easy to learn, it is effective, and it is quick. It takes only a few minutes to several minutes to relax.

This is the technique I want to recommend to you for daily practice. Practice it while going to sleep. Practice it when ever you feel tired.

Here are the steps for Progressive Relaxation.

- Lie down on bed.
- Adjust your body so that you are in a comfortable position. Move your hand, your legs, your buttocks, your head till you feel that no part is tensed.
- Close your eyes.
- Start breathing, deep and regular.
- Tense the legs and then release the tension. Again tense the legs and then again release the tension. You will immediately feel some relaxation in the legs.
- Next, tense your thighs and then relax them. Repeat once.
- One by one, tense each part of your body and relax it. Include legs, thighs, buttocks, stomach, back, hands, shoulders, neck, and face.
- Now with each breath you take in, imagine that the breath is moving to left leg. Repeat it a few times. Most people will feel certain sensation or feeling in the left leg. This indicates relaxation.
- Repeat the above step with right leg, then stomach and back, then left hand, then right hand, etc up to your face and your brain.

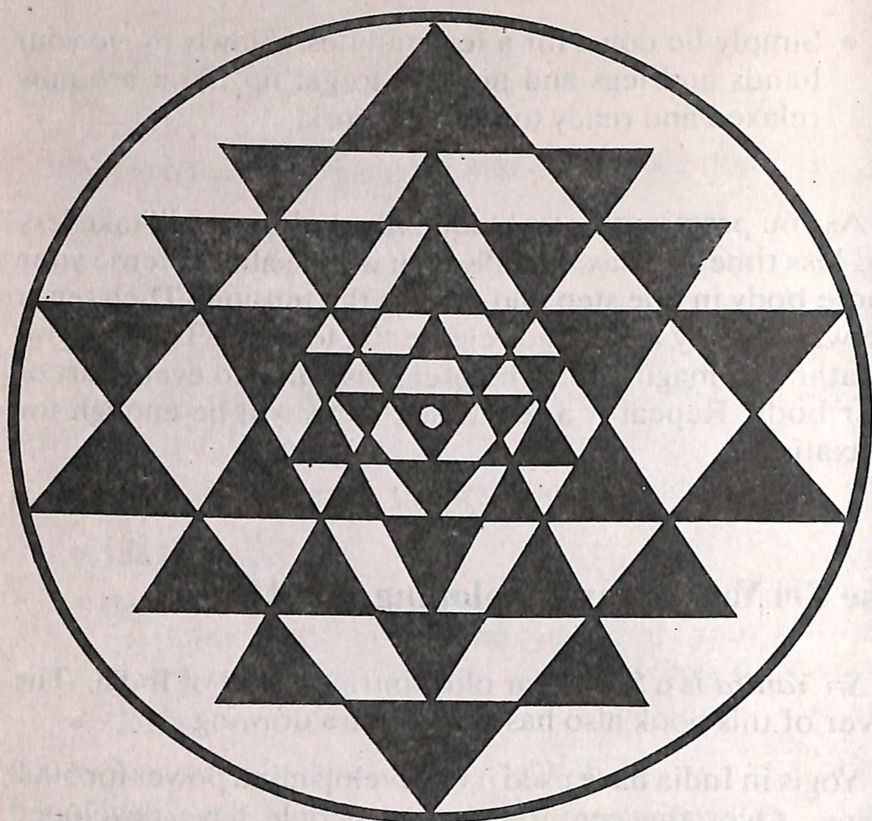
- Simply lie down for a few minutes. Slowly move your hands and legs and prepare to get up. You are now relaxed and ready to study or work.

As you practice this technique regularly, you will take less and less time to relax. Finally, you will be able to tense your whole body in one step and release the tension. Then tense the whole body again and release the tension. Then, as you breathe in, imagine that the breath is going to every part of your body. Repeat it a few times. This will be enough for relaxation.

Use Sri Yantra for Developing Mind Power

Sri Yantra is a 5000 year old Tantric symbol of India. The cover of this book also has a Sri Yantra drawing.

Yogis in India have used it to develop mind power for 5000 years. Over the centuries, some people have developed philosophical ideas about this figure. Some people started wearing it in neck chains for some power. Some people started worshiping it. The original purpose of Sri Yantra was to develop mind power--but it somehow got distorted and forgotten.



Sri Yantra

Let us learn to use Sri Yantra again for mind power.

Sit down in a relaxed way. Use any of the relaxation techniques you like. Now, look at the center dot of the Sri Yantra drawing. You will see that your attention goes to different geometric figures. As you continue to look at the drawing, your attention keeps moving from one geometric figure to another. This activity increases communication between your left brain and your right brain. This technique will increase your power of concentration.

You can make a photo copy (xerox copy) of Sri Yantra from the book, paste it on a wall, and practice concentration for several minutes everyday.

Have Frequent Breaks When Studying

Do not study more than half an hour to one hour continuously without any break. Break every half an hour. A five minute break is good enough.

You may get up and walk or you may close your eyes and relax. You must remember two important aspects of a break: (1) you must relax (2) you must continue study after about 5 minutes. There is a possibility of wasting time if you start talking with some one or if you lie down to relax: you may continue talking for long time or you may fall asleep.

The best way to use these breaks is to do the Break Routine. See Chapter 8 for details of it.

Increase Your Intelligence by Image Streaming

The technique of Image Streaming was developed by Win Wenger, Ph. D.

Basically, this technique involves describing (left brain activity) the ongoing, free, spontaneous images (right brain activity). In this way, the left brain and the right brain work together. And it results in enhanced intelligence.

In one research study of this technique, the students of the Physics department of an American university took part. Those students increased their IQ at the rate of 8 to 9 points

for every 10 hours of practice. These gains were in general mental ability, only part of which shows up on IQ tests.

In this technique, you need to describe into a tape recorder or to someone. If you do not have a tape recorder, you may even do this technique without a tape recorder.

The steps for Image Streaming are given below. Read all the instructions before you start using this technique.

- Prepare a tape recorder with a blank tape (if you have a tape recorder).
- Close your eyes.
- Use breathing or any other relaxation technique to relax. Once you are relaxed, continue breathing deeply.
- You may notice some image in your mind or imagination. The image that comes to your mind may be a face, a tree-branch, some color, or anything else. Start describing the image in detail. Describe it in the present tense as you are imagining. Describe every small detail. Even if the image is only a glimpse and you are not sure what it is, even then describe it. Describe the detail of color, shape, position, movement, texture (how it feels to touch), etc.
- Do not stop to think. Talk continuously. Describe continuously. Once you start describing, more and more clear images will come to your mind.

Revise, Revise, and Revise

Revising is the single most important way to memorize anything. You must revise--frequently and systematically.

I teach a very efficient way of revising. For details, see Chapter 1 and Chapter 4.

6

How to Use Your Time in the Classroom for Success

In this chapter, we will learn that students spend a lot of time in classrooms. You will learn ways to use your time more efficiently when you are in your school, your college, or your classroom.

How Much Time Do You Spend in Classroom? And at home. This knowledge can Help You Greatly.

Read this carefully, and understand how much time you have and how that time is spent. This understanding alone may change your total approach to how valuable you consider your school. Actually, it can motivate you to very effectively utilize your time in school.

Students spend a lot of their time in schools, colleges, or classrooms.

Let us do a simple calculation and find out how much time. This is just an example. Your timings may be different and you may be spending a little more or a little less time in your school.

activity	**hours**
school time (10 - 4 evening)	6
travel (going/coming)	1
getting ready to go etc	1
total hours spent for school	**8**

So, a student may be spending about 8 hours for school.

Now, let us calculate how much is the total time available everyday for studies whether at school or at home. Here is how some other time may go:

activity	hours
sleep	8
eating + tea + snacks	2
bath + morning activities	1
total hours for sleep, eating etc	**11**

So out of 24 hours a day, about 19 hours go for school, sleep, eating, etc.

That means only 5 hours a day are in your control. You can study in that time. If you want you can play games, do physical exercise, meet friends, watch a film, or watch TV. If you spend 2 hours in all these entertainment and health related activities, then only 3 hours a day remain for studies.

Here is a very important fact: for studies, you can not have as much time at home as you do at school. Actually, the time you spend in school is more than double the time you can spend at home for studies. So, to achieve success in studies, one of the most important things you can do is to utilize your time in school in the most rewarding way.

Systematic Revision and Daily Routine: the Most Powerful Memory Technique

You must revise in school and at home to benefit fully from your learning in the school. This is discussed in detail in Chapter 1 and Chapter 4.

Forget Your Old Note Taking. Take Mind Maps.

Mind mapping is the most effective way to take notes. This is described in detail in Chapter 7.

How to Get Help from Your Teachers? How to Get More Marks in Practical, Internal, or Laboratory Exams, Without any Extra Work?

It is very simple. Simply, tell your teacher that you are working hard. That you want to achieve success in PMT, PET, IAS, or whatever competition you want to succeed in. If you are studying hard to get in merit, then tell that to your teacher.

Most teachers are very good. Some are not good. The simple technique discussed above will work with everyone. Why does this simple method works so well? All teachers want to be good teachers. In fact, many want to be the best teachers. They try to teach well. They want their students to achieve great success. That is one big satisfaction for any teacher including myself. For example, I will consider my effort to write this book a great success when I get thousands of letters from users (my students) saying that this book changed their life, it made them good at studies, that it made them good at jobs, that it helped them achieve success in competitions. There is another reason why a teacher wants his students to succeed: it may get the teacher more tuitions or get him or her recognition and awards.

Maybe you do not totally agree with me. Do one simple thing. Imagine that you are a teacher. You spend about 8 hours or more of your time teaching students. What would you like to be remembered as by your students and others?

In fact in the last 5 years, the need to be recognized as a good teacher or a good school has become so important that many schools in big cities advertise in newspapers to say that their results are so good, that their students got PMT, PET, or merit, etc.

Do not delay. Tell your teacher today that you want to succeed. He or she has the power to help you. I know it because, in my X class, I got 49 marks out of 50 in Physics practical exam. My teacher told me one day after the practical exams that he has given me 49 marks and that I must work hard and try to get into merit. The teacher told me the marks on his own. I did not even tell him that I was trying to get in the merit. Actually, I did not think I was good enough to get in the merit. He also asked me for a promise that I must not tell anybody that he revealed the marks to me. Not even to my family. I kept the promise for 12 years. And now in this book, for the first time, I am breaking my promise. I am telling you. So that you can benefit.

Never try to insult or make fun of your teacher. How do you feel when somebody insults you or make fun of you? Think of any such incident. I am sure you felt angry and wanted to take revenge, even though you may have just smiled that time.

The same is true of every human being. Even a teacher will get angry. And some may even take revenge.

In any case, why should you make fun of your teacher? To prove that you are smarter. You do not have to prove that. Because that is the fact. Younger people are smarter than older people. You are smarter than even me, simply because you are younger. Just know this. Do not try to prove it.

Attending Classes

Since you spend so much time in school, you must try to make the best possible use of that time.

Sit in the front row

If you sit in the last row in the class, you see the teacher, the black board, and all the students sitting in front of you. When any student in your view talks or moves, it distracts you. That is more entertaining than listening to the teacher. So you loose concentration. You miss what the teacher is teaching.

Now consider what happens if you sit in the front row. You see only the teacher and the black board. So you can concentrate better. Not only that, you can not even sleep in the front row. But you can sleep in the last row.

Now a more scientific explanation of why you must sit in the front row. If you sit in the back row, your brain/mind has to process two things: the teacher teaching on the black board and the students sitting (and sometimes doing mischief). So a lot of your brain power is wasted in keeping track of what other students are doing. Now, consider what happens when you sit in the front row? The eyes/brain see only the teacher and the black board. Even the black board looks bigger when you sit in front. The result is that more brain power is available to process (understand, remember, get interested in, concentrate, learn) what the teacher is teaching.

On the psychological level, a teacher looks more frequently at students who sit in the front row. So a teacher is more likely to remember you as a good student if you sit in the front row. This may help you get more marks in internal or practical exams.

On the practical level, most teachers can find out when students do not understand what they are teaching. So if you are in the front row and if you do not understand something, the teacher is more likely to repeat.

So, you must sit in the front row in the classroom. You may say that this is not possible if everyone wants to sit in the front row. How can everybody sit in the front row? Well, you are smart enough to get this book. So you know. But not everyone knows that just by sitting in the front row you learn much better.

Bend little forward while sitting

When you sit erect or straight, you tend to be attentive. If you bend a little backward, you will tend to be lazy, slow, and concentrate less. But if you bend a little forward, you will concentrate more. You will be more attentive.

Just like all techniques I teach, use this for a few days. If you like it, continue. Otherwise, don't.

Participate actively

Ask questions to clarify. Ask questions if you do not understand something. If you do not understand something, request the teacher to repeat it.

Do not be shy. Do not worry about "what others will think". Actually, this advise applies to everything in life, not just asking questions.

What to do if you have to miss classes

Do not miss a single class if possible. If possible, plan when you have to miss classes. Study extra hard. Study in advance what you are going to miss. And when you come back, you must study what the teacher is teaching in the class. And then spend extra time to learn and revise what you missed.

Lunch Breaks or Half-Time Breaks

If you do not eat lunch in the break, then going for a walk is one of the best things you can do. Walking is a good exercise. Then come back to the class room a little before time. Just sit down and relax so that you are ready to learn when the class begins.

For more details about walking/exercise and relaxation, please read Chapter 5.

How to Benefit from Your Classmates' Hard Work

Let us learn how you can benefit from your classmates and how you can help them.

Why you are not competing only against your classmates

In today's India, most of the competitions are at the national level and a few at the state level. Nobody from a class may succeed, or even 5 or 10 students from a single class may succeed. So it is not important whether you are number 1 or 2 or 3 in your class any more. The only thing that is important is if you are good enough for the national competition.

I have seen classmates competing against one another. Obviously, if you view your classmates as your competitors, then you will not help them and they will not help you. For example, you will not tell them about this book. The total result is that you do not benefit from the intelligence, innovativeness, smartness of your classmates.

So, I suggest that you talk to a few students whom you like. You can decide to go for walk together during lunch time. You can all discuss issues such as which is the best book,

which is the best coaching, who is a good teacher. You can also discuss some specific subject related questions. You can all experiment and share the results and the knowledge. If you can all cooperate, the chances of success in the competitions will increase for all of you. You will all benefit.

You are still competing with your class mates in one way. Your teachers believe from their past experience that only one student (or a few) can be very good in any class. So if you are fourth in your class, your teachers may not help you in getting more marks in practical exams. Still cooperating with other classmates will be more rewarding than not cooperating.

Use this approach for sometime and decide if it can work for you and your classmates.

Should You Participate in Extra-Curricular Activities?

Any extra-curricular activity by definition is an activity that will not help your curriculum (subject knowledge).

There are two types of extra-curricular activities. One kind requires subject knowledge. You should participate in such activities.

This is one way to show to your teachers that you are good in your subjects. This will help you in internal and practical exams.

The other type of extra-curricular activities are games, drawing, painting, "projects for making things", etc. These are absolutely a waste of time as far as your success in competitions is concerned. Only physical activities such as

games have some value. But you do not have to spend a lot of time for that purpose. I teach simple physical exercises in Chapter 5. All you do is spend about half an hour everyday on a regular basis.

Understand me. I am not against games. But if your goal is to succeed in some competition, then it is worth not to spend a lot of time in games during the few months you are preparing for the competition.

7

Mind Maps: A New Scientific Way To Take Memorable Notes

In this chapter, we will learn a very powerful technique for taking notes. This technique uses the recent research in how the brain works. The notes written with this technique are called "mind maps".

This technique uses the power of both the left brain and the right brain, while the traditional notes use primarily the left brain. As a result, mind maps are the best for the purpose of memory and recall.

An additional advantage of mind map technique is creativity, which you will learn later in this chapter.

Every Word has Many Meanings

Write down the meanings of the following words as you would expect to see in a dictionary. Do not skip this exercise.

run ______________________________

night ______________________________

fun ______________________________

hero ______________________________

filmstar ______________________________

The dictionary meanings

Here are the meanings of these words from the dictionary *Oxford Advanced Learner's Dictionary of Current English*. This dictionary has a total of 1050 pages.

run - There are 38 different meanings given for run. The word run occupies more than one and a half page in the dictionary.

night - dark hours between sunset and sunrise or twilight and dawn.

fun - (1) amusement, sport; playfulness (2) that which causes merriment or amusement

hero - (1) boy or man respected for bravery or noble qualities (2) chief man in a poem, story, play, etc.

film star - person famous as a singer, actor, actress, etc.

The true meanings

You have probably noticed that the meanings you gave for the words above were only a part of the dictionary meanings. For some of these common words, even the meanings you gave may have been different than the dictionary meanings.

The true meaning a word has for you is still different than the definition you gave as well as the definitions the dictionary gave.

In your mind, words have different meanings based on your experiences. These are the true meanings for you. Actually, a word may have more than one meaning for you. And a word can have different true meanings for different persons. For example, let us consider the word "night".

- To a small child, the word night may mean fear.
- To lovers, the word night may mean beautiful moonnight and love.
- To a thief, night may mean work.
- To a police on duty, night may mean danger.
- If a dog bites someone in night, then the word night may mean dog-bite.

- To some one who has worked hard and does not expect success, the word night may mean life: only darkness of failure; no light of success.
- If some one has worked hard and is expecting success, the word night may mean the darkest hour of night, and it simply signifies that the sunrise is near and that success is near.

So, you see, a simple word "night" may mean almost infinite meanings to different people, based on their experiences in life.

Similarly, each word can mean many different things to different persons.

Key Concepts and Key Words: The Very Nature of Memory Recall

Get ready for a small exercise. Describe any book you have read, or any place you have visited, or any film or TV program you have watched. Close your eyes and do it for about 2 minutes.

People do not tell word-for-word for what happened. What they remember is main features, outlines, main incidents of film. These are key words or key concepts.

You remember things as key words and key concepts rather than word-for-word details and word-for-word descriptions. This is the very nature of your memory.

Memory Key Words and Creative Key Words

There are two types of key words. The memory key words help memory. The creative key words help creativity. What is the difference between them?

The memory key words generate some specific meanings in your mind. The creative key words generate many different possible meanings in your mind. Let us see an example to understand the difference. Here is a paragraph from a famous author, Osho. Find the key words.

> It is natural to feel doubt. If there is no doubt, then there is no growth either. The more you feel full of doubts, and still you go on the journey, that makes the difference. The stupid person, the imbecile, the idiot may not feel any doubts, he may simply believe, he is not going on any adventure; he can not understand what adventure is. He is just accidental, he is at the mercy of the winds. But the intelligent person is bound to feel doubts. In spite of the doubts one has to go; that's how life is. This is the law of life. In spite of all the doubts one has to go.
>
> Do you think the people who were trying to reach to the Everest were not full of doubts? For a hundred years, how many people tried and how many people have lost their lives? Do you know how many people never came back? Not even their dead bodies came back; they got lost, lost forever. But, still, a few courageous people went on and on.
>
> This fact has to be noted down: that no Indian ever tried. This country has lost the

spirit of accepting challenges. That's why this country has lived in slavery for two thousand years ...

But people went on coming from all over the world, risking, knowing that they may not come back ever, they may be lost. But it is worth it--because in the very risk something is born inside you: the center. It is born only in risk. That's the beauty of risk, the gift of risk.

Some of the possible key words are: doubt, natural, Everest, Indian, died, adventure, lost spirit, challenges, a hundred years.

Imagine ten years from today, you want to remember the above message of Osho. What key words and phrases will help you remember? My answer would be: intelligent people doubt, no Indian tried Everest.

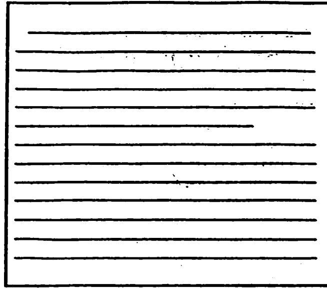
If I were to choose word "Everest", then ten years later, I can not recall the message. Why? Because, Everest means many things: snow mountain, beauty, highest peak in the world, etc. So, the word "Everest" is creative key word.

Learn to find memory key words and creative key words in what ever you read. And use ONLY the memory key words for taking notes.

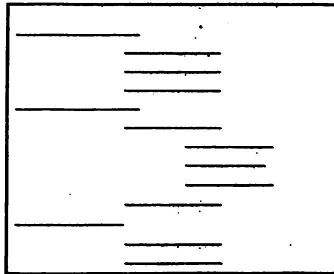
The Traditional Linear Notes

The notes of most people look like one of the following two forms.

Some notes are like paragraphs



Some notes are like outlines



These forms of notes developed because we human being talk (one person to other) in a linear sequence of words. We write also in linear sequence of words. So, people started writing linear notes (two types of linear notes are shown above).

Connections: How The Brain Stores Information

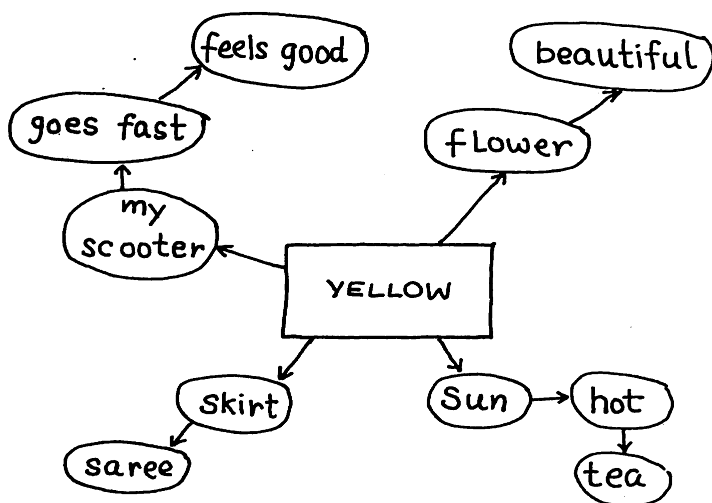
To understand one aspect of how your brain store information, let us do a simple exercise. For a minute or two, think

of all things that the word "yellow" may bring to your mind. Let your thoughts flow. When you finish this exercise, continue reading.

The thoughts go in all directions and the key words that come to your mind are like this: Yellow is flower. Sun. Sun is hot. Hot is tea. Yellow is skirt or saree. Yellow flower. It is beautiful.

Notice that one word or thought connects to another, then to another and to another, and so on it goes. Then you break the chain, and come back to yellow, and start another chain of words. Linear notes can not capture this flow of thoughts.

This thinking can be much better shown in the following picture.



Many different chains of thoughts come to your mind when you think of the color "Yellow"

This is in fact a good representation of how ideas and words and concepts are connected in your brain. And when you think of one word, all the related words come to your mind. A hologram provides a good model of how this happens.

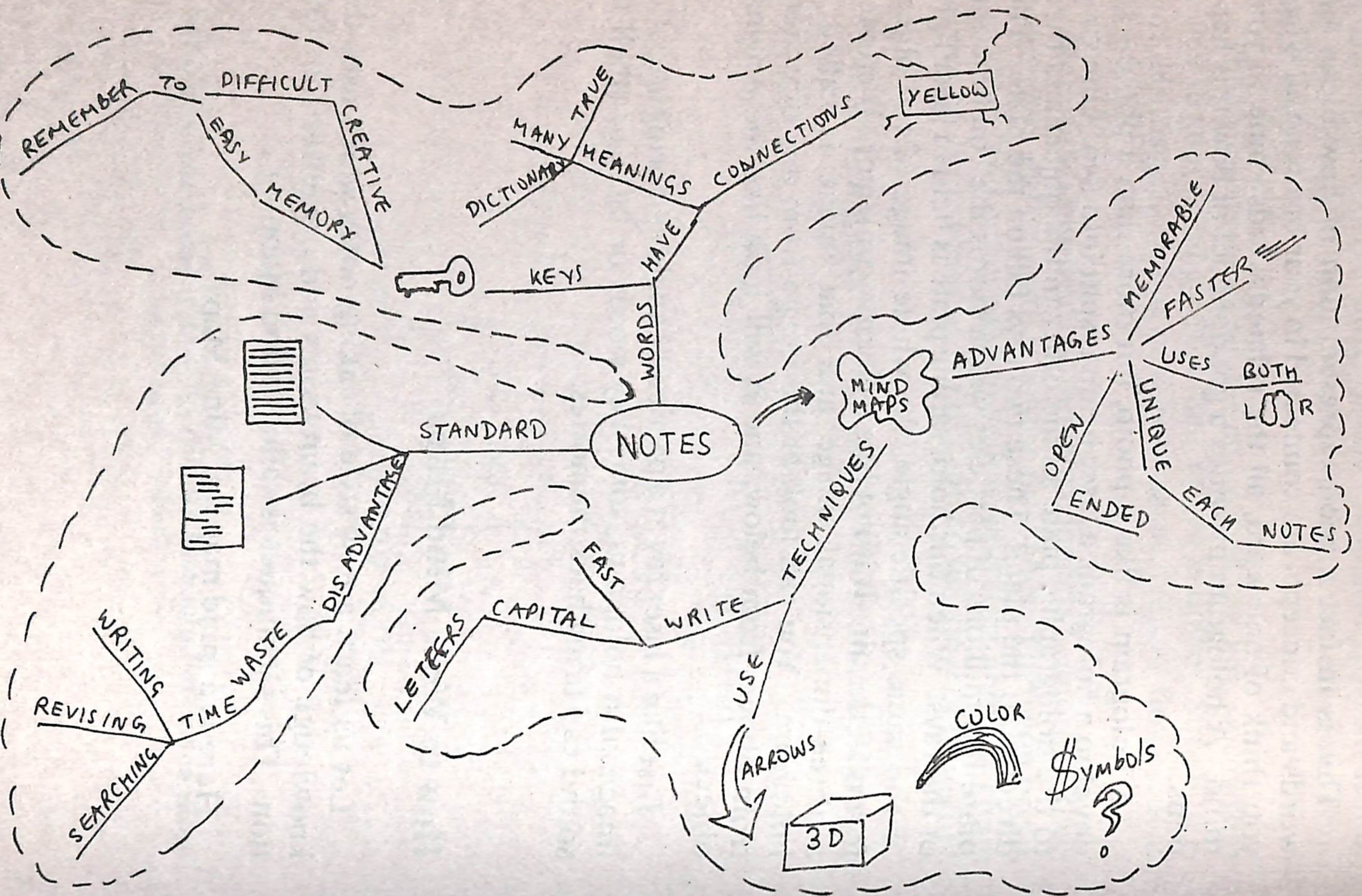
A hologram is like a photo, but more than a photo. To develop a hologram, a laser beam is split into two. One goes to the holographic plate an the other to the object and then directed to the plate. These two rays fall on the plate. The plate has millions of particles which stores the combination of the rays. When this holographic plate is held in laser light at the same specific angle, the whole image of the object forms in the air. It is not like a cinema-projector. It creates a three-dimensional image and that image is called a hologram. You can look at the image from any direction, from above, from below, and it will look like the original object.

Just like a laser ray at a particular angle can bring back the image of a hologram, some key words or taste or smell or sound can bring back memories.

How to Write Mind Maps

Let us learn a new style of taking notes which uses this knowledge of how the brain stores and organizes information. This techniques is called "Mind Mapping".

Here is a mind map on "Mind Maps".


NOTES
WORDS
HAVE
KEYS
MEANINGS
MANY
TRUE
DICTIONARY
CONNECTIONS
YELLOW
REMEMBER
TO
DIFFICULT
CREATIVE
EASY
MEMORY
STANDARD
DISADVANTAGE
WASTE
TIME
WRITING
REVISING
SEARCHING
MIND MAPS
ADVANTAGES
MEMORABLE
FASTER
USES
BOTH
L
R
UNIQUE
EACH
NOTES
OPEN
ENDED
TECHNIQUES
USE
WRITE
FAST
CAPITAL
LETTERS
ARROWS
3D
COLOR
Symbols

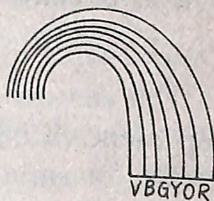
Use the following guidelines while drawing or writing a mind map.

- Use a key word or key phrase at the center.
- Then draw lines from the center.
- On each line, write key words in CAPITAL letters. Using capital letters helps revision and memory.
- Use only one word per line. This makes it easy to make connections.
- Let ideas flow. Do not try to "think" hard. Just write down what ever comes to your mind. The aim is to write everything that your mind thinks about the central idea. Since your mind thinks faster than you can write. You should not pause or stop momentarily. Just keep writing or drawing.

Tips for making mind maps more memorable

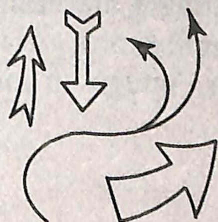
Here are some elements or graphical parts for diagrams that you can use in your mind maps.

Color



Colors are very helpful in mind maps. Right brain is particularly good at remembering colors. So, colors help you use both parts of your brain. You can make images colorful. You can write in color. You can use color to show that different parts of a mind map are connected or related.

Arrows



Use arrows to show connections between different key words/concepts of

a mind map. An arrow can have one head or more than one head.

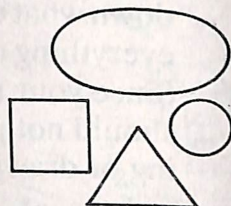
Codes



Use different codes such as asterisk, cross, exclamation mark, question mark with key words to show something "more".

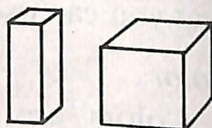
Shapes

Use squares, circles, triangles to marks areas of a mind map which are related in some way. They can also show the order of importance. For example, squares for most important, circles for less, and triangles for least important ideas. Note that ideas near the center of a mind map are more important.



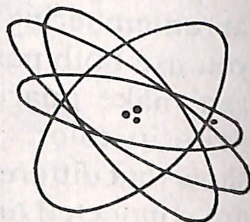
Three-dimensional shapes

You can make some of the shapes in three-dimensions. For example, you can cover some picture in an ice cube.



Other images

You can use any other images that represent visually the ideas. For example, for a mind map on Solar System, you can show, Sun, Moon, Saturn, etc. Images are easily remembered by the right-brain. You should practice and use images in your mind maps.



How Are Mind Maps Better

A mind map is far superior than linear notes in many ways.

First and the most important is that the mind map techniques uses the current knowledge about how the mind stores and organizes information.

Mind maps use only key words and key concepts while linear notes use complete sentences and paragraphs. The key words and key concepts use only 10% of the words. So, if you use linear notes, you waste time writing those 90% additional words, and more importantly, you waste time reading those 90% additional words every time you revise. In linear notes, you waste time searching for the key words because they are mixed up with non-key words (non-memory words).

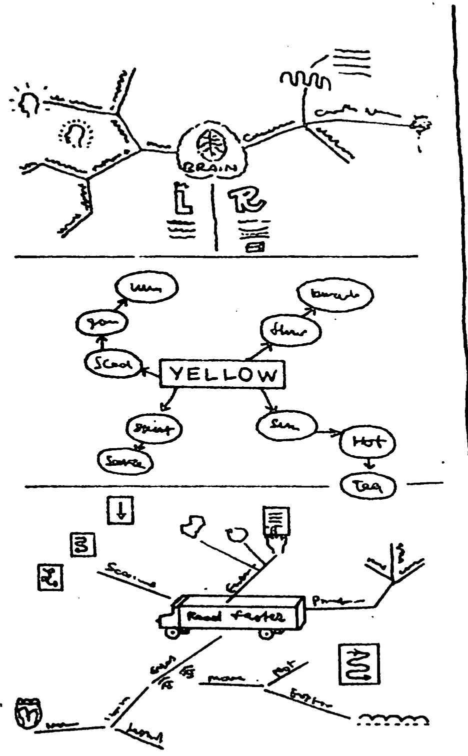
The mind map has the following additional advantages. Mind map clearly shows the central idea or theme. The relative importance of any idea is clearly shown--the ideas nearer to the center are more important. The links or connections between key ideas are clearly shown. The nature of the structure makes it easy to add new information without scratching or writing in small letters. Each mind map looks different from others--it help memory.

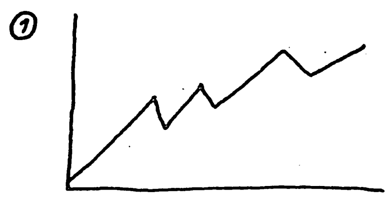
When you use mind map you do not have to worry about the problems usually associated with linear notes such as: order, sequence, emphasis of ideas, beginning, ending, organization. These problems are simply eliminated in the mind map technique.

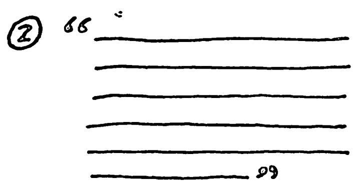
The Best Way to Take Notes

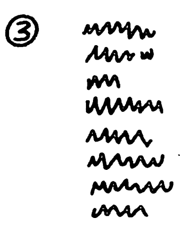
The best way to take notes is to combine mind maps and other types (graphic + linear). You can use the left pages of your note books for mind maps and the right pages for descriptions.

While you are attending a class, the mind map will grow slowly.









The best way to take notes is to write mind maps on the left page and other type (graphic + linear) on the right page of the note book.

Initially, you may not feel totally comfortable with this process. With one week's practice, you will begin to feel comfortable.

Use the book margins to save time while revising

I recommend you buy your own books so that you can use your precious time more effectively by making marks in the book margins.

Use one line for important sections, two lines for easy sections, and wavy line for difficult sections.

for difficult sections	for important sections	for easy sections
⦚ (wavy line)	|	|| or (wavy line + line)

When after some revisions you learn a section well, you can draw one more line. In this way you will know easily which sections you know well and which you do not.

This technique will save time for you during revisions. You should spend more time revising difficult and important sections as compared to easy sections (sections that you already know well).

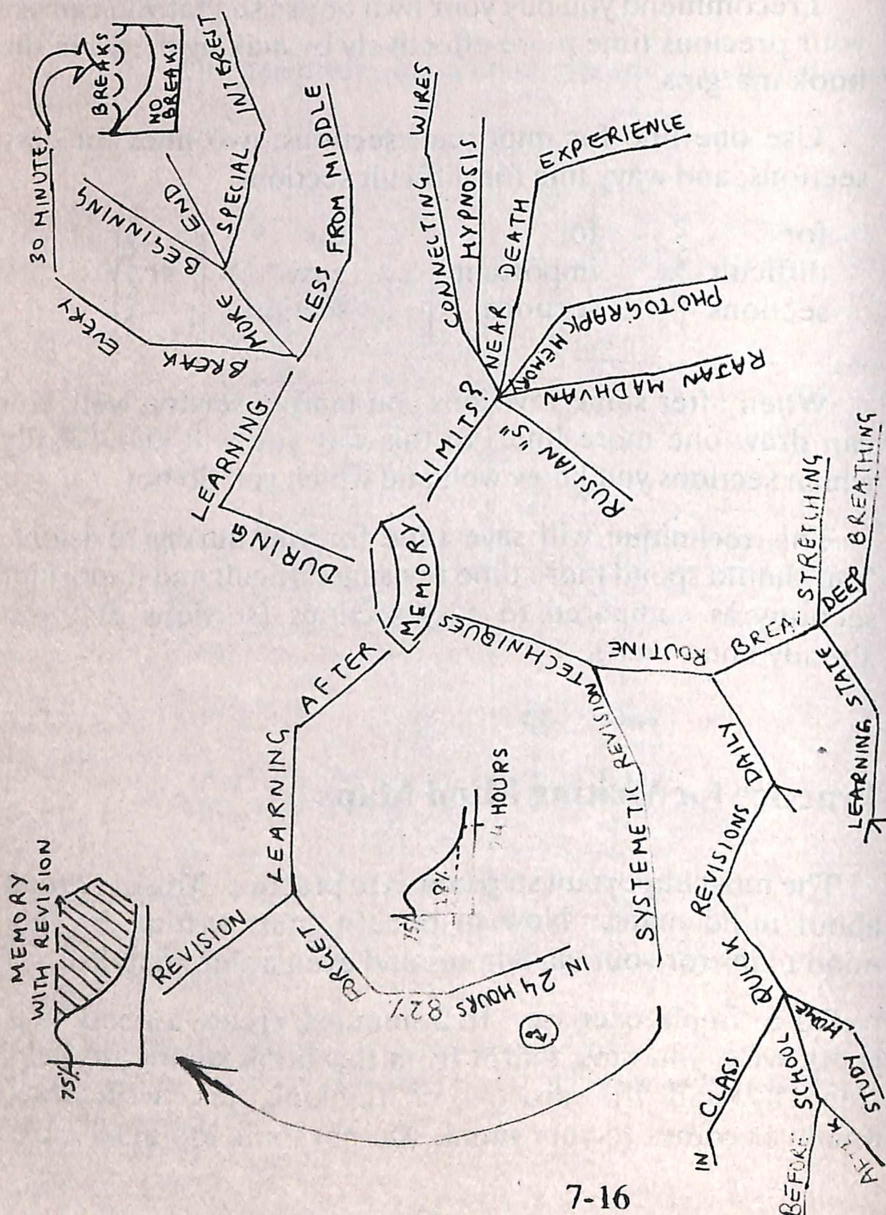
Practice for Writing Mind Maps

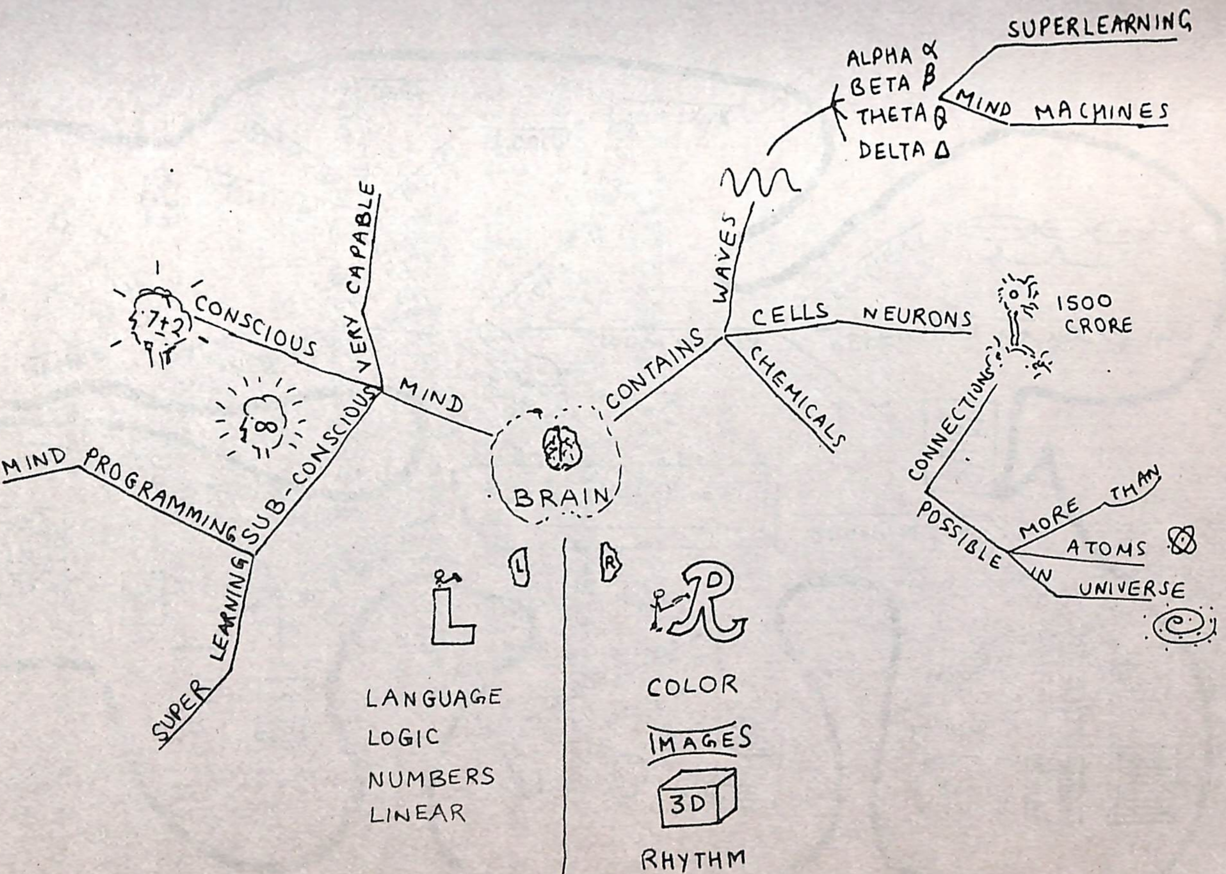
The most important step now is to practice. You have read about mind maps. Now to benefit, start writing/drawing mind maps for your class notes and even a shopping-list.

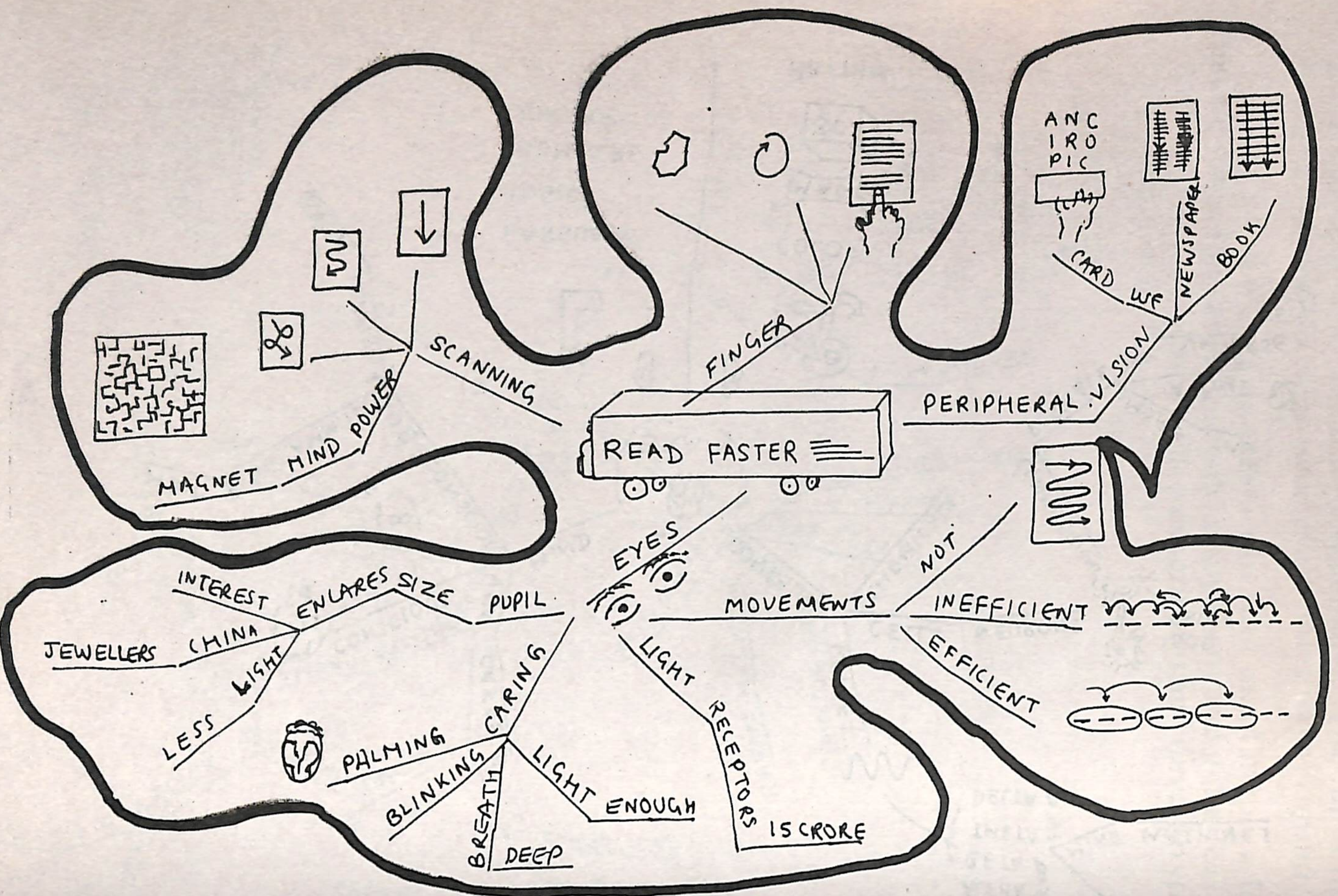
Do a simple exercise. In 3 minutes, create a mind map about what you have learnt from this book so far. To help creativity and the process of thinking, just write/draw whatever comes to your mind. Do not think too much. Do

not try to make your mind map systematic. The mind map allows you to simply write what ever comes to your mind.

To give you a little more practice with mind maps, a few mind maps follow. You should study them and get a feel of how to write a mind map. Then experiment and develop your own unique style.




BRAIN
MIND
VERY CAPABLE
CONSCIOUS
7±2
SUB-CONSCIOUS
∞
MIND PROGRAMMING
SUPER LEARNING
CONTAINS
WAVES
ALPHA α
BETA β
THETA θ
DELTA Δ
MIND MACHINES
SUPERLEARNING
CELLS
NEURONS
1500 CRORE
CONNECTIONS
POSSIBLE
MORE THAN
ATOMS
IN UNIVERSE
CHEMICALS
L
R
LANGUAGE
LOGIC
NUMBERS
LINEAR
COLOR
IMAGES
3D
RHYTHM



READ FASTER
SCANNING
POWER
MIND
MAGNET
FINGER
PERIPHERAL VISION
CARD
NEWSPAPER
BOOK
EYES
NOT
MOVEMENTS
INEFFICIENT
EFFICIENT
PUPIL
SIZE
ENLARES
INTEREST
CHINA
JEWELLERS
LIGHT
LESS
CARING
PALMING
BLINKING
BREATH
DEEP
LIGHT
ENOUGH
LIGHT
RECEPTORS
IS CRORE

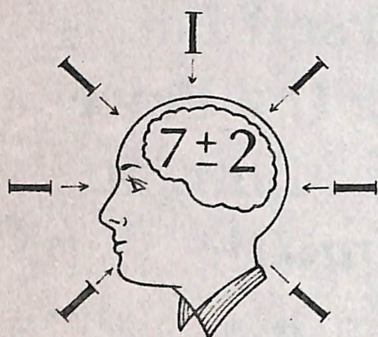
8

Program Yourself For Success by Using the Power of Beliefs, Imagination, and Neuro Linguistic Programming

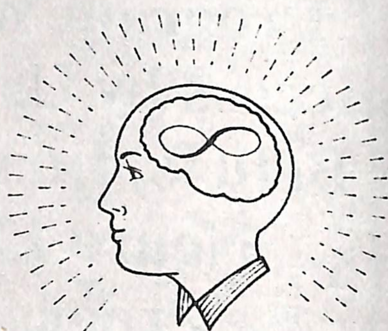
This chapter is about using the power of your beliefs, the power of your imagination, and the techniques of Neuro Linguistic Programming (NLP) to program yourself for success.

The techniques in this chapter are extremely powerful. Learn and use them.

To understand mind, we can divide mind into two parts: conscious mind and sub-conscious mind. We use conscious mind when we knowingly think or do something. Functions like working of our heart is not under conscious control. It is the power of the sub-conscious mind that makes our heart beat about 72 times per minute regularly for up to 100 years.



conscious mind


sub-conscious mind

Conscious mind can only be aware of 7±2 items at a time. But, the sub-conscious mind can be aware of a very large number of items at a time.

It is well known to psychologists that we can consciously be aware of only 7 ± 2 items at a time. But our sub-conscious mind can be aware of a large number of items at a time. For example, at any time, the sub-conscious is aware of many body functions including blood pressure, heart beats, body temperature, chemical balances, blood flow, taking care of emergencies, etc. The diagram depicts this fact. Each "I" in the diagram represents an item.

The sub-conscious mind is not under our conscious control. The sub-conscious mind functions on the basis of information stored in it. This is the basis of mind programming. Mind programming means that if we can put information in a person's subconscious mind, then we can modify that person's behavior. The main difficulty is the conscious mind, which does not let us put information in the sub-conscious mind.

Power of Beliefs

A belief is an idea that we accept to be true. It can be a fact, a guiding principle, an opinion, or a faith in someone or something. We can have a faith in our teacher or doctor, in the value of being honest or good, in the value of exercise for good health, in our ability to succeed, or in the value of reading newspapers, magazines, and books.

A belief can be conscious or subconscious. Conscious beliefs mean that we know that we believe something. Subconscious belief means that we do not even know that we believe something.

An example of subconscious belief is that we accept to be true what we see on the TV, what we hear on the radio, and what we read in the newspapers.

Beliefs are powerful. Here are a few examples that illustrate how performance is affected by beliefs.

Elephant and rope

When an elephant is a small baby elephant, it is tied with a big strong chain. It tries hard to escape from the chain, but it can not escape. As the elephant grows, the trainers replace the big strong chain by small rope. Surprisingly, the elephant still remains tied to the rope. It probably thinks "There is no point trying ... I know ... I have tried before and failed ... I am tied with the rope... I can not escape".

How some world records were broken

In the first half of this century, athletes and trainers believed that human body could not run a mile in 4 minutes. Then, in May 1954, one runner ran a mile in less than 4 minutes. In June of the same year, another person did it again. Since then, hundreds of people have run a mile in less than 4 minutes. It shows that the belief in impossibility was in the mind only.

In weight-lifting it was believed that 500 pounds was the limit for the human body. Many could lift 499, but none 500 or more. Then the trainers fooled a Soviet weight lifter Vasily Alexeev: the actual weight was 501.5 pounds but they told it was only 499. Vasily Alexeev lifted the weight. Once the belief was broken, many other weight-lifters were able to lift more than 500 pounds.

The magic of sugar tablets

The magic of sugar tablets (also called the *placebo effect*) is well known to the medical doctors. In some placebo studies, patients were given sugar tablets which had no medicine value. But they were told that they were getting some powerful medicine. Many people got cured by sugar tablets. They got well just by believing that they were getting

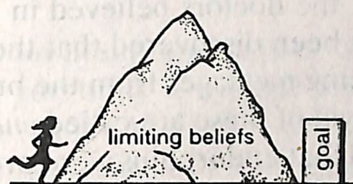
some real medicine. This example shows how the mind affects your body.

Students do well because of teachers belief

In one study, educational researchers divided students of equal IQ into two groups. Teachers were told that one group had a high IQ and should do well. The other had a low IQ and should not do so well. What do you think was the result? The group which teachers expected to do well, did well. The other group did poorly.

How do beliefs work

How does a negative belief work? A negative or limiting belief is like an obstacle.



A limiting belief is an obstacle.

For example, suppose you are asked to speak to a group of 200 people. If you believe you are not good at speaking, you will not be self-confident. As a result, when you stand up and talk, you will lack the power, you will assume that you are not speaking well, and you will feel bad. That will have bad effect on your speech. The result will be that you will not be satisfied with the speech. And this will confirm to yourself that you are not good at speaking in public.

There is a loop. A negative loop. This loop helps maintain the negative belief.

The positive beliefs work in the same way. They make positive loops and that maintain the positive beliefs.

Beliefs are in your mind and your body

The human brain has about 15,00,00,00,000 (1500 crore) neurons or brain cells. Each single brain cell makes connection with 5,000 to 10,000 other brain cells. The brain can be imagined to be a huge telephone network.

When we learn something, new connections are created in the brain. Repetition strengthens that network. A different experience can modify a network. It means that you are changing continuously, though unknowingly.

The mind and the body are connected. It has been recently found that the connection or interrelation is much more stronger than what the doctors believed in the past. In the last ten years it has been discovered that there are about 50 to 60 chemicals taking messages from the brain to the body. The most well-known of these are called *endorphins*. In the past it was believed that endorphins were present only in the brain. But now they have been found in the body, carrying messages to literally every cell in the body.

These chemicals carry messages about everything including thoughts, happiness, feelings, beliefs, etc.

Let us see an example. A person is walking in the park. He sees something like a snake and thinks in his mind "It is a snake." That message of fear is sent to other parts of the brain, then to the spinal cord, and then to the rest of the body. In a very short period, the whole body knows about the danger and prepares itself to face the danger. The heart rate increases, blood pressure increases, breathing becomes faster. Blood is diverted from the brain to the muscles, the hands and the feet. As a result, the person is ready to "fight" or "to run away". This well known phenomena is called

"fight-or-flight" response. Just the thought "snake" creates this response.

In the same way, there is a biological basis for every thought. Your body knows what your mind thinks. And it acts accordingly. It means that a belief is not just an idea, it is your whole biology or your whole physiology.

Dr Deepak Chopra is a famous doctor in USA who is invited all around the world for talks. According to him "To think is to practice brain chemistry."

When you are happy or you believe in achieving success in whatever you are doing, that thought is conveyed to your whole body. Your body is more energetic and less tired. When someone is unhappy and sad, his body is slow, dull, and tired.

In summary, your brain conveys your thoughts and beliefs to your body. If you think "I will succeed", your brain tells your body to get ready and expect successs. If you think "I will fail", the brain tells the body "Do not even try, there is no chance of success."

Power of Imagination

> Imagination is more powerful than knowledge.
>
> *Albert Einstein*

An imagined experience and a real experience have almost the same effect on your mind. Let us see some examples to understand and experience the power of imagination.

Basketball training and imagination

In a 30-day research experiment, students were divided into three groups. One group did not practice the game of Basketball, the second group practiced on playground, and the third group practiced only in their mind for one hour daily. The results: the group which did not practice did not improve. The group which practiced improved 24%, and group which practiced only in mind improved 23%. This experiment showed that practicing in your mind alone improves sports performance almost as much as doing real practice. You will learn to apply these same techniques later in this chapter.

Lemon and imagination

Imagine you are returning from the market to your house. You can see the house. You enter it. Now go to the kitchen. Go and take a lemon from the usual place. Feel the lemon in your hand. It is a big, yellow, juicy lemon. It has good lemon smell. Now get a knife. Hold the lemon in one hand and cut it with the knife. As you cut the lemon, a fine spray comes to your face. Feel it. Now you have two halves of the lemon. Lift your hand and put a half of the lemon into your mouth. And squeeze it. Feel the lemon taste.

Can you feel the saliva in your mouth? This shows the power of imagination. Your mind and your body do not know the difference between you really eating a lemon or just imagining it. The body response (as a result of the mind response) is the same in both the cases. Your mind/brain remembers this imagined experience as the real experience.

Imagine yourself achieving success

Suppose you really gave a program on TV, and you were the star of the program. Suppose that your performance was very good. Every body gave good comments. Next time

when you give another TV program, will you feel self-confident? Yes. You will because you have already done it once.

Now, the imagination techniques give you the power to experience success before really achieving it. So, when you really go for exam, interview, or a TV program, you will feel self-confident.

To make imagination more powerful and more effective, enter into a relaxed or meditative state and then imagine achieving success. For details on how to relax or how to do meditation, see Chapter 5.

Entering the Learning State

Remember a time in your life when you were very confident. A time when you were sure of success. It could be a game, a small competition, a discussion with friends, or anything that you liked.

Now remember a time in your life when you were not at all confident. A time when you were afraid of failing and you did not succeed.

These two situations represent different moods, confidence, happiness or other emotions. This is a state of mind or in short we can call it a "state".

What was the difference between the two states? Can you change your state at will? The answer is "Yes. You can." I am going to tell you how.

Physiology

When someone is happy or sad, it shows on the face. It shows in the posture or the way the person stands or sits. It

shows in the tone of the voice or the way he speaks. This fact has always been known that if you change emotions, your facial expression and your physiology will change.

New research has shown that the opposite is also true. That is if you change your facial expressions or if you change your physiology, then your emotions change. In fact, changing your physiology is the easiest and most powerful method of changing your emotions.

What do we mean by physiology? It means your facial expressions, how you sit or stand, how you talk, how your body shows your state of mind, how you react or respond to someone, etc. Physiology means anything related to your body.

Now think of a time in your life you felt totally self-confident. A time when you were sure that whatever you were doing was correct. It could be a sport, a competition, an exam, a discussion. Re-experience that event as if it were happening just now. Now notice your physiology. This is your physiology for confidence. So whenever you want to be confident, change your physiology to this one.

Ask the right questions

Your brain is more powerful and more amazing than the most powerful computer on the earth. Your mind is more complex than the telephone network on the earth, and remember there are more than one telephones per person in the advanced countries.

Your brain is so tremendously powerful that it finds answers to any questions that you ask. If you say "Why do I not succeed? Why can I not remember? Why is my memory bad? or Why do people make fun of me? Why do others not like me? Why do I not have any friends?" Your brain will

give an answer that will justify or give reason for why you are what you are.

On the other hand if you ask questions like "Why am I so lucky? Why does my family like me? or What can I do to achieve success this time? Yes, I know I am not rich, still what can I do to achieve success?" Again your mind will give you answer. These answers are far superior and useful than the previous answers to negative questions.

Here are some sample questions to ask in the morning before you get out of the bed. Write down additional questions for yourself. Experience the answers to these questions totally--in your mind and in your body.

- What am I most happy about in my life now?
- What am I most proud about in my life now?
- What am I determined to do in my life now?
- What is my greatest achievement so far?

Here are some questions to ask before you fall asleep in night:

- What have I learned today?
- How has today added to my life?
- How did I use today as an investment in my life?
- Any of the morning questions.

Focus on success

What you focus on also affects your state. If you think about success and how you will celebrate it and how happy you will be, this focus on success will put you in a state that will help you achieve success.

But if you think that you may fail and that will be a waste of all the money you have spent on tuition and what people will say and you plan about what to do after this failure, this focus on failure will put you in a state that will make it difficult to succeed.

So, focus on the results you want.

Relax

Medical research has found that stress creates many chemicals in your body such as *adrenaline* and *cortison*. These chemicals generate the "fight-or-flight" response. The body takes blood away from the brain and to the muscles. Therefore, the brain gets less oxygen and it works at a lower level of intelligence.

Sleep and rest

Regular sleep is extremely important. During sleep, chemicals in the brain used up during the day are re-supplied. If we do not get enough sleep, the repair and re-supply process is slowed down and it results in stress. Use relaxation techniques because they undo the effects of stress.

For details on relaxation, meditation, see Chapter 5.

Anchoring Yourself for Success

What happens when you see the Indian flag? Most Indians feel a sense of pride and patriotism. They feel some "good feelings". The flag is an anchor that is associated with states of feeling pride and patriotism.

Every experience includes many parts: what you see, what you feel, what you hear, what you smell, and what you taste. Anchoring refers to the tendency for any one element of an

experience to bring back the total experience. An anchor can be an object, a word or phrase, or a touch. It can be something we can see, hear, feel, smell, or taste.

Anchors are powerful because they can instantly put you in powerful states. We can change our physiology or change our internal thoughts and create a new state. This process requires conscious thoughts. Anchors, on the other hand, make an experience permanent. With anchoring, we can create a consistent way of putting ourselves in a powerful state whenever we want, without consciously thinking about it.

Throughout history, politicians have made use of cultural anchors. For example, Rajiv Gandhi's photo is super-imposed on *Mera Bharat Mahan* symbol (which means my India is great). This symbol was created by Rajiv Gandhi's government. In the 1991 elections, photographs of other leaders did not make use of that powerful symbol. Rajiv Gandhi's advisors knew and used the power of the symbol.

Similarly, politicians pose themselves for photographs with religious leaders. Again the politicians, in people's mind, are connecting themselves with the great respect people have for religions. Because of this association, unknowingly people develop respect for those politicians.

It is for the same reason that politicians keep photographs of *Gandhi ji* in their offices. The photographs of politicians also have *Gandhi ji*'s photo in the background. *Gandhi ji*'s photograph serves as an anchor for respect, honesty, simplicity, etc.

See the photographs of politicians in newspapers and magazines carefully and you will begin to notice these secret elements which you probably never noticed before.

In addition to politicians, anchors are used by top athletes, top business executives, top business owners, top entertainers, etc.

Now you can learn these same powerful techniques to program yourself for success. With anchoring, you can access the best of your internal resources for studying, for taking exams, for interviews, and for any other occasion.

To create an anchor, there are two basic steps: First, you must put yourself, or the person you are anchoring, into the specific state you wish to anchor. Second, you must consistently apply a specific, unique anchor as the person experiences the peak of that state. These two steps are explained below in detail.

For example, to create a confidence anchor for someone, ask him to remember a specific time in his life when he felt totally confident. Then ask him to close his eyes and re-experience that again as if it was happening now. You will notice changes in his facial expressions, breathing, and posture. You may notice when he is reaching the peak of the experience. Ask the person to open his eyes, move, walk so that he gets out of that state. Then ask the person to re-experience the confidence state once again. When you notice the experience reaching a peak, apply pressure on some specific place on his shoulder. Repeat this process a few time. Now you must test if the anchor works. The test is simple. Ask the person to get out of that state by walking, shaking etc. Then apply the same anchor (pressure on that specific point on shoulder). Do you see the person get into the confidence state? If you do not, it means that you missed some step in this experiment, so repeat the experiment.

You can create different anchors for different desired states: confidence, humor, happiness, success, learning, etc.

Here are four keys for creating anchors:

- The anchor must be unique. For example, handshaking will not be a good anchor.
- The person's whole body must be involved in that experience. The experience must be intense.
- Provide the anchor (touch on shoulder etc) when the person is at the peak of the desired experience.
- The anchor must be such that you can repeat it exactly. For example, if you touch or press shoulder at slightly different places or apply different amount of pressure, the anchor will not work

How to choose an anchor

To make an anchor more effective you can choose the anchor in three different parts:

- feeling (touch, pressure),
- seeing a picture (of confidence, success, etc),
- saying something in mind ("I will succeed", "I am confident", "success", "confidence", etc.)

To provide the anchor, all three parts of the anchor can be applied simultaneously. For example, in creating a confidence anchor for yourself, you can make a fist (like a boxer or in some other way), say ("I'm confident"), and see the picture in your mind (a time when you were totally confident, or a time you want to use the anchor such as an interview).

Anchoring Yourself for Success While Watching TV or Films

Let us see how you can even use the time you watch TV or some films to help you towards your goal of achieving success.

It does not mean that you stop studying and just watch TV and films. What it means is that when you do watch TV or film, entertain yourself, feel good, enjoy, feel positive, and anchor those good feelings. Anchoring is a technique from NLP (Neuro-Linguistic Programming). It lets you record those good feelings so that you can reproduce them when you sit down to study, when you get ready to write exams, or whenever you want to.

Watch the films you like. Watch the films of actors (heroes) that you like. For example, I like Amitabh Bacchan. When I see his films, I feel good, I feel more powerful than usual, I feel more motivated. That is true for everyone. When we watch a film-hero, we associate ourselves with that hero. Usually, in the films, the hero raises from being poor to becoming very rich and very powerful. This gives us good feelings and a new hope. In some sense we feel, if he can do it, I can do it, too.

This is the reason why boys and men have male actors as their most favorite actors. Ask any boy or man "Who you like most in the films?" The answer will invariably be some male film-hero. Similarly, girls and women associate more intensely with actresses or heroines.

While watching a film, at a point when you are intensely associated with your favorite film-star, create an anchor or make an already existing anchor stronger.

Choose an anchor with three parts: (1) making a fist (like a boxer) with some specific movement, like upward motion (2) saying to yourself in your mind (3) seeing a picture in your mind. For details on how to create an anchor and how to make it stronger, see the previous section.

When you sit down to study, or to take exam, or write a test, or go into an interview room, use this anchor to get you into a powerful state for success.

Another exercise for watching TV

When you watch TV or films, use even that time to practice your memory and observation. From every scene, try to remember as much as you possibly can: names of people, colors of their clothes, things in rooms, color of things in the room, etc.

The Break Routine

I developed the Break Routine. It is a simple yet powerful technique for relaxation during breaks.

Once you learn this technique, I am confident that you will use this technique for rest of your life. You will learn this technique for studying to get admissions or to get jobs. And you will continue to use it even after you get a job.

Let us learn this tremendously powerful, yet easy technique.

This technique takes about 5 minutes. It is designed to relax you and put you in a state in which you feel good, happy, successful, and confident.

This technique has three steps.

- Step 1. *Physical stretching movement*. Stand up. Do these physical movements slowly. Bend forward and take your hands towards the floor. Then slowly stand up. With your hands stretched upwards, slowly bend backward. Do any stretching exercise 3 times. The secret here is not to stretch so much that it aches. Do what is comfortable for you.
- Step 2. *Relaxation*. Sit down. Do not lie on bed because there is a danger of falling asleep. Close you eyes. Breathe deeply--it means that your stomach must go out as you breathe in. Breathe regularly and smoothly--each breath should take about equal time. Do this deep regular breathing for about 6 breaths. The exact number of breaths is not important--it could be even 4 or 10.
- Step 3. *Now get into a positive, success, learning state*. To achieve this do the four things as mentioned above (1) adjust your physiology (2) ask the right questions (3) focus on the results you want (4) use anchors.

These steps will put you in a success state.

Use this technique now! Do not skip it.

When you study, take a break about every 30 minutes. In that break, use this break technique. It will do wonders for your learning ability.

Though it is not practical to do step 1 of the Break Routine in the exam-room, you can use step 2 and step 3. It will help you relax and do well in exams.

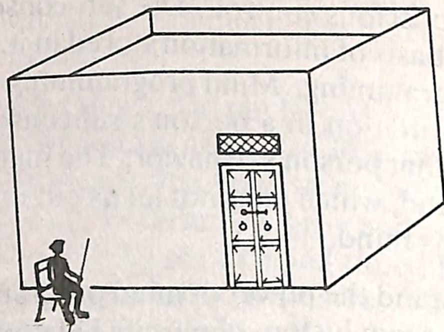
Using Music and Relaxation for Mind Programming

We have learnt before that the sub-conscious mind is not under our conscious control. The sub-conscious mind functions on the basis of information stored in it. This is the basis of mind programming. Mind programming means that if we can put information in a person's subconscious mind, then we can alter that person's behavior. The main difficulty is the conscious mind, which does not let us put information in the sub-conscious mind.

To understand the power of mind programming, let us see one example from history of my city Udaipur. You may also know a similar example from your part of India. When enemies attacked and killed the king, his son was saved by a servant named Panna Dhay. Finally, the boy grew up and became the king. Why do you think he could do it? Was it in the blood (genetics) of the boy? No. He did it because the servant and everybody else told the boy "You are a prince. You must become the king. The enemy has taken over your kingdom. And when you grow up, you must take revenge and defeat the enemy". Constantly hearing the same message, the child's mind was programmed. As a result, the child did not want to become a clerk or a businessman but he wanted to become the king. And he was willing to die to achieve his goal.

This historical story shows that people/society can program your mind. Unlike the prince, most of us get programmed by wrong messages such as "Don't do that ... don't take risk ... don't be stupid ... you are stupid ... you are not so good as so-and-so." You can imagine the bad effect such messages can have on any person.

To understand mind programming, let us consider how the conscious mind and the sub-conscious mind work. The conscious mind is like a watchman and the sub-conscious mind is like a store. The watchman has no intelligence on his own. He behaves on the stored information.



Conscious mind is like a watchman, and the sub-conscious mind is like a store. Mind programming means putting information into the store without the knowledge of the watchman.

The conscious mind is like a watchman and the sub-conscious mind is like a store. Mind programming involves putting information in the store without the knowledge of the watchman.

Suppose you tell yourself that "you are good at study". And the store has stored other people's comments such as "you are stupid, you can not succeed". The watchman sees your sentences and compares it with the knowledge in its store and says "this information is wrong". The watchman throws this new information away. He does not put the new positive information in the store. This is the fundamental difficulty in changing behavior of a person.

For the first time in the history of mankind, there are now easily available powerful techniques which allow you to pro-

gram your mind. All these techniques reach the sub-conscious mind and put information into it without the knowledge of the conscious mind.

Relaxation and mind programming

You can relax using any relaxation technique you like. Some relaxation techniques are given in Chapter 5.

In the relaxed state, you can tell yourself positive messages such as "I am good at studies" etc. Use imagination to see yourself achieving success.

Music, songs, and mind programming

Certain types of music increase the amount of alpha brain waves. In particular, the music called Baroque music (composed in 17th century Europe). This music has 60 beats per seconds. Music in which the rhythmic pattern can not be predicted is called Random Music. Since the rhythm is not predictable, this music can not be remembered. It can be compared with being in a park, jungle, or a picnic spot. Your mind does not know when the next bird is going to sing or make pleasant sound. That is why being in nature (park etc) has a profound relaxing effect on a person's body and mind. Random music also increases the alpha brain waves, which indicate a relaxed state of mind and body.

We, at the *Mind Power Research Institute* are studying the effects of Indian and other music on learning. Our goal is to develop learning tapes that can teach up to several hundred new English words in a few hours to someone who wants to learn. If you have a tape recorder or if you are otherwise interested in using music for relaxation or learning, please send us a self-addressed-stamped envelope. We will send you information on new developments.

How to find out if some music is good? It is simple. The body and mind are very intelligent (this intelligence can not

be measured by IQ tests because IQ tests measure only knowledge processing, for example, multiplying two numbers). If the music is good, you will feel good, you will like the music.

So, listen to any music that makes you feel good. Here is an important observation: as you learn to become more relaxed, your choice of music will change.

Because music can alter the brain waves and relax you, it can be combined with voice or songs for the purpose of mind programming.

Consider what happens when you listen to a film song or any other popular song. The music and the soothing voice of the singer puts you into a relaxed state. There is an increase in alpha brain waves. A relaxed conscious mind becomes less critical of the incoming information. So the incoming information (words of the song) reach your subconscious mind and get stored there. Now this new information also contributes to determine the subconscious mind's behavior.

As a result, the words of music get embedded into your subconscious easily. If those words are encouraging, motivating, positive, good then that music will make you feel good. If those words are negative, sad, discouraging, then you begin to feel that way.

Some researchers found that the happiness varies greatly for people of different countries. The happiness various across the boundaries. It does not vary so much for the people in a country, no matter whether the people are rich or poor, powerful or powerless. It is my belief that the songs and music are the reason for this (there have been no scientific studies to prove this).

Even the music that your neighbors play affects you. Particularly, film songs or other popular songs.

Changing Beliefs and Habits by Using Neuro Linguistic Programming

We will now learn a technique called "the swish technique."

This technique was developed by Dr Richard Bandler of America about 7 years ago. He called his techniques collectively by the name Neuro-Linguistic Programming. I attended his seminars.

Dr Richard Bandler's genius lies in developing new techniques for personal improvement. He has created many patterns. For example, one of his patterns is used to cure phobia (uncontrolled fear). When the field of psychology started about 100 years ago, phobia cure used to take up to 5 or 10 years. Then, other psychologists developed methods to cure phobia in six months or so. Finally, Richard Bandler developed techniques to cure phobia in 2 minutes to 20 minutes. He has demonstrated his phobia cure thousands of times.

The swish technique: a live example

Just like other techniques in this book, the following technique is a very powerful technique. And just like other techniques in this book, this technique can help you greatly.

Here is the description of what happened in one of Richard's seminars:

Richard: It is a very generative pattern that programs your brain to go in a new direction. In order to make the pattern easy for you to learn, I'm going to start with something really simple and easy. A lot of people are interested in something called "habit control." Who in here bites nails and would like not to? (Jack steps up to the platform.) I'm going to use this

pattern to get Jack to do something else instead of bite his nails.

What do you see just before you bite your nails?

Jack: I don't know. I don't usually realize I'm doing it until I've done it for a while.

That's true for most habits. You're on "automatic pilot," and later on, when it's too late to do anything about it, you notice it and feel bad. Do you know when or where you typically bite your nails?

Jack: It's usually when I'm reading a book or watching a movie.

OK. I want you to imagine that you're watching a movie, and actually being one of your hands up as if you were going to bite your nails. I want you to notice what you see as your hand comes up, knowing that you're about to bite your nails.

Jack: OK. I can see what my hands look like as it comes up.

Good. We'll use that picture in a few minutes, but just set it aside for now. We need to get another picture first. Jack, if you no longer bit your nails, how would you see yourself as being different? I don't mean just that you would see yourself with longer fingernails. What would be the value of changing this habit? What difference would it make to you as a person? What would it mean about you? I don't want you to tell me the answers; I want you to answer by creating a picture of the you that you would be if you no longer had this habit.

Jack: OK. I've got it.

Now I want you to get that first picture of your hand coming up, and make it big and bright, ... and in the lower right corner of that picture put a small, dark image of how

you would see yourself differently if you no longer had this habit.

Now I want you to do what I call "the swish." I want you to make the small dark image quickly get bigger and brighter until it covers the old picture of your hand, which will simultaneously get dim and shrink. I want you to do this really fast, in less than a second. As soon as you've "swished" these images, either blank the screen completely, or open your eyes and look around. Then go back inside and do it again, starting with that big bright picture of your hand coming up, and the small dark image of yourself in the corner. Do it a total of five times. Be sure to blank the screen or open your eyes at the end each time you do it....

Now it's time to rest. Jack, make that big bright image of your hand coming up and tell me what happens....

Jack: Well, it's hard to hold it there. It fades out, and the other picture comes in.

The swish pattern directionlizes the brain. Human beings have a tendency to avoid unpleasantness and move towards pleasantness. First there is a big bright image of the cue for the behavior that he doesn't like. As that picture fades and shrinks, the unpleasantness diminishes. As the pleasant image gets bigger and brighter, it draws him toward it. It literally sets up a direction for his mind to go: "from here, go there." When you directionalize your mind, your behavior has a very strong tendency to go in the same direction.

Jack, I want you to do something else. Bring your hand up to your mouth the way you did when you bit your nails. (Jack brings his hand up. Just before it reaches his mouth, it stops and then lowers about half an inch.)

Well, what happened?

Jack: I don't know. My hand came up, but then it stopped. I wanted to put my hand down, but I deliberately held it up there, because you asked me to.

This is a behavioral test. The behavior that used to lead to nail-biting now leads somewhere else. It's just as automatic as what he did before, but it takes him somewhere he likes better.

This will translate out into experience. As that hand comes up and that compulsion begins in you, the feeling itself will literally pull you in the other direction. It will become a new compulsion. It's not really that you get uncompulsed, it's that you get compulsed to be more of who you want to be.

The swish technique has a more powerful effect than any other pattern taught by me (Richard Bandler). In a recent seminar there was a woman in the front row complaining about having tried to quit smoking for eleven years. I changed her in less than *eleven minutes*. I even chose what to put in the little dark corner picture. I told her to see an image of herself politely enjoying other people smoking. I wasn't willing to create another evangelist convert. I didn't want her to see herself sneering at smokers and making life miserable for them.

9

Advanced Memory Techniques to Remember Long Sequences, Spellings, and Other Difficult and Complicated Things

We learnt the Systematic Revision technique in Chapter 4. That was a general technique. In this chapter we will learn advanced memory techniques. These are specialized techniques.

You can greatly improve your memory for remembering lists or names of things, spellings etc. using memory techniques in this chapter.

Remember two important things about these techniques. These techniques can make remembering lists or names almost automatic. And it takes some effort and some practice in using these techniques.

This chapter gives more than one techniques. You should learn one technique at a time and use it. Do not try to learn all the techniques in one day. Your goal is not to read this book like a novel or a film magazine for entertainment. Your goal is to develop your memory, to see big difference in your abilities and achieve success.

So, you must practice these techniques. My recommendation is that you learn one memory technique in a day and practice using that technique the whole day. Use it when the teacher is teaching in the class. Use it when you are at home. Use it to remember names of all the players in any game (for example, cricket). Use it for any list of names.

You may be thinking why do memory techniques work so well? Actually different techniques have been known throughout the history. But only recently, with new discoveries about brain, these techniques have gained respect of experts on the brain, mind, and memory all over the world. By recent research, it has become known that the brain works most efficiently when you combine the left brain and the right brain for any mental activity. The traditional techniques like repeating a list many, many, many times use only the left brain. For details on the left brain and the right brain, please

see Chapter 2. That is the reason why these techniques work so well.

Mnemonics

Mnemonics use associations to remember some specific things. They associate what you want to remember with something that is easier to remember.

For example, you can take the first letter of each item or name and make an interesting word or sentence. Here are some examples.

The seven colors of a rainbow

Take the first letter of each of the seven colors in the rainbow and arrange them as: VIBGYOR. Now you need to remember only this word "VIBGYOR" and you can easily recall the seven colors as:

V - violet
I - indigo
B - blue
G - green
Y - yellow
O - orange
R - red

Planets of the solar system

We can remember the names of all the planets in the solar system by remembering the following sentence.

Men Very Easily Make Jugs Serve Useful Night Purposes.

Here the first letter of each word in the sentence represents the first letter of the planet. In addition notice that the first word "Men" represents "Mercury" and it is the closest to the Sun. The second is "Venus" remembered by the word "Very" in the above sentence.

M - Mercury
V - Venue
E - Earth
M - Mars
J - Jupiter
S - Saturn
U - Uranus
N - Neptune
P - Pluto

Here is another sentence that you can use to remember just the 9 planets in order of increasing size.

Men Plan Many VENUS Jumps.

As in the above example, the first letter of each word represents a planet, except the word "VENUS" for which each letter represents a planet.

M - Mercury
P - Pluto
M - Mars
V - Venue
E - Earth
N - Neptune
U - Uranus
S - Saturn
J - Jupiter

Calculating trigonometric functions

This example is only for those students who need to remember the formulas to calculate sin (sine), cos (cosine), tan (tangent) which are trigonometric functions.

Tall Owls Are Scared Of Huge Crocodiles And Hippos

Consider the first three words: Tall Owls Are. Here the first letters of each word (T, O, A) in order gives this formula:

Tangent = Opposite/Adjacent

Similarly the remaining six words give the following two formulas:

Sine = Opposite/Hypotenuse
Cosine = Adjacent/Hypotenuse

Remembering the value of "pi"

The value of PI to 5 decimal places is 3.14159. Consider the following sentence to remember this value:

```
How  I   wish  I   could calculate.
(3) (1)  (4)  (1)   (5)       (9)
```

Notice that a number is given below each word in the above sentence. This number is the number of letters in that word. For example the first word "How" has 3 letters (H, o, w). The second has 1. The third has 4 and so on.

Put all these numbers and you get the value of pi = 3.14159.

Remembering the square root of 2 to 10 decimal places

Like the above example, the value of the square root of 2 is given by the following sentence.

I have a root of a two whose square is two.

The first word "I" has just 1 letter, the second word "have" has 4 letters, and so on. So the value of the square root of two is = 1.4142135623

Remembering spelling

Mnemonics for remembering some spellings are given later in this chapter.

The Number-Rhyme Technique for Remembering up to Ten Items

To remember up to ten items this technique is usually the best. In this technique, you use a word that rhymes with the numbers from one to ten. It means that the words you use should sound similar to the sound of "1", "2", "3", etc. In the list below, notice that "1" is with "bun". These two words end in similar sounds.

1 bun
2 shoe
3 tree
4 door
5 hive (bee hive)
6 sticks
7 heaven
8 gate
9 vine
10 pen

In this techniques, you memorize these ten rhyming words. It is relatively easy to remember this list because the

chosen words end in sound similar to the sound of words "1", "2", "3", etc.

You can then use the same list of rhyming words to memorize different lists.

It is extremely important that you choose these rhyming words so that you can easily make a picture of what the word represents. For example, the word corresponding to the number "8" is gate. You can see or imagine in your mind a gate, some unique, unusual, or big gate.

Suppose you want to remember the following ten items in sequence.

1 table
2 feather
3 cat
4 leaf
5 student
6 orange
7 car
8 pencil
9 shirt
10 write

The next step is to associate the rhyming words with the items you want to remember.

1 bun table
Bun means a piece of bread. Imagine a big bun on a table. Imagine that the bun is so big that the table has broken under the weight of the bun.

2 shoe feather
Imagine your shoe with a big feather. The feather is so big, that you can not put the shoe on your foot.

3 tree cat
Imagine a cat jumping from a tree you have seen near your house, school, or park.

4 door leaf
Imagine a giant leaf hanging on the door of your house. The big leaf has covered the lock. The leaf is so big and heavy that you can not even move it and open the door.

5 hive (bee hive) student
Imagine a student in your class room being attacked by bees from a bee-hive.

6 sticks orange
Imagine an orange hanging from a stick. The stick is so thin that it has bent and that it may break any moment.

7 heaven car
Imagine your God sitting in a car and coming to you from the heaven. The God stops near you, gives you the car as a gift and disappears.

8 gate pencil
Imagine a little child who has made a small gate out of many pencils. This gate looks beautifully colorful.

9 vine shirt
Vine is a plant that needs support of a tree or a pole to grow. Example of vine is grape vine. Imagine a huge grape vine. There are huge grapes on the vine. And instead of leaves, there are colorful shirts hanging on it.

10 pen write
Imagine that you have a pen made of gold and you use it to write million Rupee cheques only.

Some other rhyming words are listed below. You may not know the meaning of some or many of these words. That is okay. Do not memorize these words. The goal is to show you

that the choice of words in the above example is just one possibility.

I will even suggest that you use words from your own language.

1 bun sun gun
2 shoe crew
3 tree sea knee me
4 door
5 hive (bee hive) jive drive dive
6 sticks bricks pricks wicks
7 heaven
8 gate weight date fate bait
9 vine wine line dine
10 pen den men hen

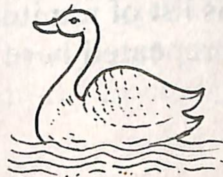
The Number-Shape Technique

In this technique, you select an object or thing that has the shape similar to the shape of numbers 1, 2, 3, etc. You remember this list and then use it to memorize any list of up to ten items. Here is one such list:

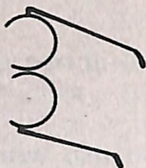
1 Pen



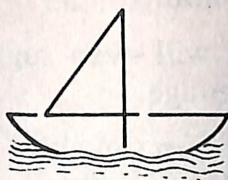
2 Swan



3 Eye glasses



4 Sailboat



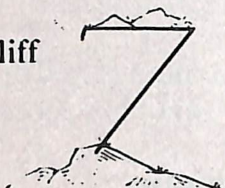
5 Hook



6 Hockey stick



7 Mountain cliff



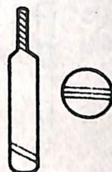
8 Hourglass



9 Pipe



10 Cricket bat and ball



Let us again consider the previous list of ten items to be memorized in sequence. The list is repeated here for your convenience.

1 table
2 feather
3 cat
4 leaf
5 student
6 orange
7 car
8 pencil
9 shirt
10 write

Now, let us see how you can associate the list to be remembered with the key words.

1 Pen - table
Imagine a big pen lying on the table. The pen is so big that the table is about to break.

2 Swan - feather
Imagine a swan having a big colorful feather. The swan is white but there is a big colorful feather.

3 Eye glasses - cat
Imagine a baby cat wearing big eye-glasses.

4 Sailboat - leaf
Imagine a boat, in which there is a big leaf in place of the sail.

5 Hook - student
Imagine a student hanging from a big hook and the student is still holding books.

6 Hockey stick - orange
Imagine a player hitting a big orange with a hockey stick. As a result, the orange juice falls on the floor.

7 Mountain cliff - car
Imagine a car hanging from a mountain cliff. The car may fall any moment from the cliff.

8 Hourglass - pencil
Imagine taking a big pencil and hitting an hour glass. The hour glass breaks and all the sand falls.

9 Pipe - shirt
Imagine a shirt that has a big Pipe painted on it. Further imagine that your favorite film actor is wearing that shirt.

10 Cricket bat and ball - write
Imagine Sunil Gavaskar or Kapil Dev or any of your favorite cricketer with cricket bat. He is writing his signature on the bat to gift it to you.

The Secrets of Memory Techniques

Before discussing some more specific memory techniques, let us learn simple and interesting ways to increase the effectiveness of the memory techniques you have already learnt in this chapter.

You can do the following:

- *Imagination*. Your imagination enhances your memory. The more clearly you can imagine something, the easier you can remember it. In your imagination, make something bigger or smaller or absurd or meaningless, you will remember it better.
- *Color*. Use more colors and more details in your imagination.
- *Movement*. Make your images move. Like a car moving or hitting another car, rather than just standing.

- *The Five Senses*. Use all of your senses in imagination. Include tasting, smelling, seeing, touching, and hearing.
- *Sex*. Sex is one of the most powerful motivators. Make an image sexual and you will remember it more easily.
- *Numbers*. Use number system related techniques so that you can remember sequences of information.
- *Dimension*. Use three-dimensions in your images.

You can combine these aspects. For example, you imagine a colorful image of object-images in an ice cube. And then as the ice cube blasts open, the object-images show up even more clearly.

How to Remember Spellings

In this section we will learn different ways to learn and memorize English spellings.

Every person repeats spelling mistakes

Every person misspells some words. He or she misspells those words again and again. So most of your spelling mistake come from a relatively small number of words that you do not know well.

One good way to reduce spelling mistake for the purpose of exams and writing is to write essays or write answers for previous question papers, and then have some teacher check your answers. This way you can find your mistakes. Then master those words.

Let us now learn how to remember spellings correctly.

Using mnemonics for spelling

Here are mnemonics for remembering some spellings.

principle, principal - A principle is a rule. Notice that both the words "principle" and the word "rule" have the letter "e".
The principal in a college is the main person there.

stationary, stationery - You write on stationery. Or, stationery uses envelopes. Notice the letter "e".

arithmetic - Use this sentence: A Rat In The House May Eat The Ice Cream

believe - Believe has a "lie" in it.

committee - MM, TT, and EE met in a committee.

conscience - Does **science** have a conscience.

desert - One "s" because it is so dry.

dessert - Two "s" because it is so sweet.

separate - To spell separate, just remember that it contains "a rat".

cheque - Cheque comes in a "Q".

entrance - There is no "enter" in entrance. That is, the word "enter" is not within the word "entrance".

Spelling strategy: a new powerful technique for remembering spellings

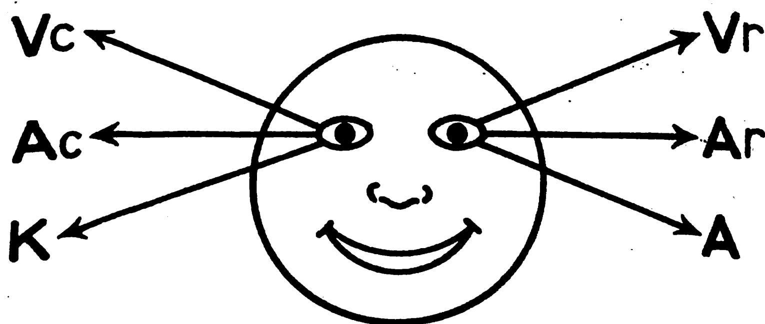
I learnt this technique from Dr Richard Bandler in USA. He is the genius who co-developed NLP (Neuro Linguistic Programming). Before we can learn the *spelling strategy*, we need to learn about *eye-accessing cues*.

Eye-accessing cues

You do not have to memorize eye-accessing cues. This is for your understanding so that you understand that the eye movement in a specific direction is very important in spelling strategy.

NLP developers found that it is very useful to divide "thinking" into different sensory modes. When we process information internally, we can do it by sight, hearing, feeling, smell, or taste. When you see the word "circus" now, you may imagine the image of circus, hear the circus-music or voices, feel the seats, etc. The meaning of any word is perceived in any combination of the five senses.

NLP developers found that people move their eyes in systematic directions depending on the type of thinking they are doing. These are called eye-accessing cues. The diagram below shows the type of processing most people do when they move eyes in a particular direction. For about 5%, the direction is reversed: they see in the left direction rather than the right direction, and they see in the right direction rather than the left direction.



Eye accessing cues

This diagram is easiest to use if you simply put it over someone's face, so that as you see him looking in a particular direction, you can imagine the label for the eye-accessing cue.

Vr - Visually remembered: seeing images of things seen before.

Vc - Visually constructed: seeing images of things never seen before.

Ar - Auditory remembered: remembering sounds heard before.

Ac - Auditory constructed: hearing sounds never heard before.

Ad - Auditory dialogue: talking to oneself.

K - Kinesthetic: Feeling emotions, sense of touch, feelings of muscle movement.

Looking straight ahead in a defocused way indicates day dreaming or combination of different modes.

Spelling strategy

In one research project this technique was taught to 1800 students in a school in USA. The director reported the results like this "The spelling scores gained 15 percentile, moving from the 62nd to the 77th percentile! Prior to your workshops, we had been unable to influence this score favorably with any other methods."

Another school teacher reported about the use of NLP for spelling "It's turned out non-spellers into spellers, and they like it. It's fascinating that now they enjoy something they hated so much before. It made such a difference on spelling test scores for our school that the state department noticed and became interested in our spelling program."

NLP provides different recipes for specific tasks. These recipes (also called strategies) were developed by studying how an expert does a specific task so well. We will learn spelling strategy in this section.

Good spellers almost always go through the same strategy. You can test it on yourself if you are a good speller or with some other good speller. Good spellers look up or straight ahead to imagine the word-image as they spell and then they look down to check with their feelings that they are correct.

People who spell poorly usually try to spell by the sound or speaking aloud.

Copy editors are people who check the spellings in a book or newspaper before it is printed. Good copy editors say that they have to just look at a page and the wrong spellings just jump out at them. It shows that they know word spellings by "seeing" them.

Here are the steps for spelling strategy or the secret of remembering spellings. This will work for most people. For about 5%, the left and right are reversed (details are given above in the section on "eye-accessing cues").

- *Step 1* Think of something that feels good and familiar. It could be a flower, a tree, a car, a bicycle or anything else. When you have the good and familiar feelings, look for few seconds at the word you want to spell correctly. For this, keep the word (or the note book) up and to your left (in Vr direction).
- *Step 2* Look away. Now look up and to your left again and imagine the image of the word. If the image is not clear, repeat the previous step.
- *Step 3* Look up and left, imagine the word-image, and write down the spelling on paper. If the spelling is

correct, look at the word again as in step 1. If the spelling is not correct repeat this whole process.

- *Step 4* Look up and left, imagine the word-image, and spell the word backward on paper. This will make sure that the word-image is clear in your mind.

You can use the following helpful ideas with the basic strategy discussed above.

- Make the word-image in your mind in some color that you like.
- When imagining the word-image, put some background.
- If a word is a long one, break it into parts of three or four letters, and remember those parts.
- If some part of the spelling a word is difficult, make those letters bigger or in different colors.
- Make the word-image clearest in your mind. To find out how to make an image clear in your mind, think of something you remember very well. Do you imagine a picture in your mind? Make the word-image like that picture in size, shape, distance, color etc.

How to Enrich Your Vocabulary

I will discuss many ways to help you remember more English words and to help you learn more about the words you already know. You can first use those techniques which appeal to you and which look easy to you. Then you can learn the other techniques.

You will not develop a big vocabulary just by reading these vocabulary techniques. You need to *use* them to benefit from them.

You understand and know words at two levels. First, you know and understand words when you see them, but you do not normally use them in your own speech or writing. This is called passive vocabulary.

Second, you know and understand the words and you also use them in your speech and your writing. This is called active vocabulary.

Every one has a much bigger passive vocabulary as compared to the active vocabulary. Any vocabulary improvement plan should include techniques to increase both types of vocabularies.

Use a dictionary

You must use a dictionary. A common question people ask me is "Which is a good dictionary?" My answer is: it depends on your current level of knowledge.

Get a dictionary that has the words you want to look. A good dictionary should have examples of using words and details about origin of words.

There are many dictionaries available in India. For low-priced dictionaries: some are in ELBS (English Language Book Society and Oxford University Press) editions, some are printed in India.

Learn roots of words

Many English words have roots, prefixes, suffixes. For example, the word "ego" is a root. It means "I". There are many words which have "ego" as part of them.

"Egoist" has "I" as the main concern. "Egotist" talks about himself all the time. "Egocentric" considers himself as the

center of the universe. "Egomaniac" carries "egoism" to such an extreme that he has an obsession (a *mania*).

Learn prefixes and suffixes

Prefixes are like "ab" (abnormal), "at" (attain), "di" (divert, divorce), "in" (inactive).

Suffixes are like "able" (digestible), "al" (natural), "or" (actor), "ive" (executive).

Knowing prefixes and suffixes helps remember the meanings of words.

Use the new words you learn

You must use new words to become confident with them.

Read a lot

Reading a lot increases your passive vocabulary. You become familiar and start to understand more words.

I will recommend that you get a copy of the following book if you want to learn many words with their roots, prefixes, and suffixes. This book is *Word Power Made Easy* by Norman Lewis, published in India by Binni Publishing House. This book is good and inexpensive.

Use spelling strategy

Use the spelling strategy discussed above to remember spellings.

Use memory techniques

Use memory techniques given in this chapter to remember difficult spellings.

Use your tape recorder

Record some words on your tape recorder (if you have a tape recorder). Play the tape all the time: while taking bath, while eating, while shaving, even while sleeping.

Several minutes just before you fall asleep are a dream-like yet wakeful state; a lot of words get memorized in this powerful learning state.

At *Mind Power Research Institute*, we are working to develop tapes that can put a few hundred new English words into your memory in about a few hours. If you would like information about this research, please send a self-addressed-stamped envelope.

10

Exam Secrets for Getting More Marks

In this chapter you will learn some very simple concepts and techniques that can help you maximize your marks in any exam.

Do Not Eat Just Before an Exam

You should not eat food (heavy breakfast, lunch) for 3 hours before going to an exam.

To understand the reason, let us understand our digestion system. When we eat, we chew food in the mouth. The food becomes soft and saliva gets added to it. Then it goes down into the stomach. The food stays there for 3 to 4 hours. The stomach adds digestive juices. And the food is digested. Then it moves to the small intestines, where the body extracts the nutrients from the food. And finally, the waste goes out of the body.

Digestion of food requires energy. Human body has an intelligent way to supply this additional energy to the stomach for digesting food. When you eat food, blood supply increases to the stomach area. The total blood in the body is constant. So the blood supply to the brain decrease. This is the reason you feel lazy or sleepy after eating food. This also means that your intelligence, IQ, or your brain power decreases for a few hours just after you eat food. The amount of time may be 2, or 3, or 4 hours or even more depending on what type of food you eat.

If you feel hungry before your exam, you can eat fruits because fruits are not digested in the stomach. If your stomach is empty when you eat fruits, it stays in the stomach just for 10 minutes and then goes to the small intestines. And nutrients are extracted there.

Sleep Well

You must sleep well during the exam-days. Sleep is very important for you. It makes you fresh. It gives you energy.

If you do not sleep well, you will not have as much energy as you will have with good sleep.

If you are not fresh and energetic, you will not do so well in exam as you deserve. You will not be able to do the best of your abilities. You will get less marks than you are capable of getting.

For further details on sleep, please see Chapter 5.

Relax Before the Exam Begins

You should reach the exam-room ahead of time. Go and take your seat in the exam-room. Usually, you will have about 5 to 10 minutes before they give you the question paper and the answer book. Use this time to relax.

For details on how to relax, please see Chapter 5.

Some Suggestions for Taking Exams

Here are some tips on how to write exams. These are very simple techniques or ideas. You do not need to memorize them, just understand them. Yet, these simple tips can help you greatly.

Answer easy questions first

You should answer those questions first which you know for sure. If you are 100% sure that you know the answer to a particular question, then answer that question first.

If you know that you know several questions, then answer those questions first which will get you more marks in less time. For example, one essay type question is for 10 marks and 20 yes/no (or true/false) questions are for 10 marks, then you should answer those 20 yes/no type questions first. The obvious advantage of this approach is that you will be left with more time to systematically and carefully answer the remaining questions.

Take 1-minute breaks

I recommend 1-minute breaks in any exam or competition. During these breaks you can simply close your eyes and take a few deep breaths. With closed eyes, try to examine each part of your body and move it and relax it. For details of the relaxation techniques, See Chapter 5.

You can have these breaks every 15 minutes or so. Or may be before starting to answer a new question.

After a break, read a question carefully, plan your answer, and then start writing.

If you follow this advice, I guarantee, you will feel relaxed and more capable of doing well in exam. You will also not make major mistakes such as writing an essay on Delhi when the question is about Diwali (I made this mistake in class X).

Relaxation also means more blood flow and more oxygen to your brain. As a result, your effective intelligence is more for the exam. In this way, you maximize your intelligence for the exam. This will minimize mistakes. Especially silly

(simple, easy, avoidable) mistakes. So, you will get the marks you deserve.

Do NOT Leave the exam-room before time

Never. Never leave an exam-room before time. Even if you are sure that you will succeed. Even if you are sure that you will fail.

When I took the IIT/JEE entrance exam, there were about 150 students in my room. I do not clearly remember now, but I think the students were not allowed to return the answer books and leave the room for the first half an hour. The exam was for 3 hours. As soon as the half an hour was over, about 15 students got up, returned their answer books, and left. Within 15 minutes, another 20 or 30 left. In the last half an hour of the exam, only 10 students were remaining. In that exam, I suspect that I got about 35% or 40% marks. (There is no way for me to find out the exact marks that I got in that competition.) And I got the rank 1102--I did not get admission to electronics engineering though I could have got chemical or civil or some other engineering or science.

Those who left the exam-room before time, did not get selected for IIT. I think if they all had stayed the full 3 hours and tried their best to answer the question paper, a few more may have got selected to IIT.

There are two reasons for this stupid behavior of people.

One, they think that they will get only 30, or 40, or only 60 percent marks and that is not good enough to achieve success. This is not true. To succeed in a competition, the important thing is that you get more marks than the others in that competition. For more information about exam vs competition, please see Chapter 13.

Second, they are sure they will not succeed. They want to be able to say "I did not try well, I left the exam-room in just half an hour, so I failed". They want to feel and say "I am intelligent. I did not pass that exam because I left early. Or because I was not really interested." Of course, on the day of the exam they can declare to all their friends "I left the exam-room in just half an hour." As if it is an achievement.

So, you MUST stay in the exam-room full time. You have already paid the fee. If you fail, it is okay. At least you tried.

Dress comfortably

I have seen some students not wearing comfortable clothes for exams. Some people do not wear warm clothes in winter when they go to exam. Then they tell everyone "I do not feel cold". Now this is sheer stupidity. If you are feeling cold, if you are not feeling comfortable, if you are not feeling relaxed, how can you perform to the best of your ability in the exam? Yes, you may pass the exam. But the goal should be to get maximum results in those 3 exam-hours for the work you did throughout the year.

I have also seen people getting wet in rains. They come to the exam-room totally wet. Why? It makes no sense to me. I am sure all of such people are rich enough to buy umbrellas. They may even have an umbrella at home.

Some thing so simple as wearing comfortable clothes can help you do well in exam. So, why not do it?

Answering objective type (multiple choice and fill in the blank) questions

Even with all your practicing you will still find questions you do not know. When this happens, do not worry. Use the following tips to increase your chances of guessing the correct answers.

- Eliminate the choices in a question that you know are not correct. Then apply the following to help you guess.
- When two out of four choices are opposites, pick one of those two as the best guess.
- B, C, and D are best when there are 5 choices.
- Avoid pairs. If you know the correct answer for question 13 is B, then do not choose B for question 12 or 14.
- In questions asking for the maximum or the minimum, pick the answer next to the maximum or the minimum. (Maximum: 2, 7, 18, 33, 78. Choose 33 as answer.)
- "Zero" and "None of the above" are usually wrong answers.
- When words such as "all", "never", "always", "must" are used, "FALSE" is usually the correct answer.
- When general terms (such as most, some, usually, etc) are used, "TRUE" is usually the correct answer.
- Exaggerated (too big or too small) or complex answers are usually wrong.
- For fill-in-the-blank type of questions, never leave a question blank. Give it your best guess. You may guess correctly. Even if you do not, you may get less than the full marks for that question.
- First guesses are the best. If you guess an answer without thinking, it is probably coming from your right brain. Accept your intuition. But if you are sure the answer is wrong, then try others.

Make sure you have your identity card, pen, ink, etc.

Many people make the mistake of not taking their pen, or pencil, or identity-card etc to the exam.

You should also verify that your pen has enough ink. Take one additional pen, just in case your first pen stops writing.

On the first day of my class X exam, I reached about 50 minutes before time. I went on my bicycle. After going there, I realized that I had forgotten to bring my identify card. I did not know whether or not the examiner will allow me to write the exam. I became worried. I went back home and brought my identity card. I was nervous and not relaxed. No wonder I wrote an essay on Delhi by mistake instead of writing on Diwali that day.

You should keep a list of things you want to take to the exam. Before leaving your home for exam, make sure you have everything you need.

How Do Examiners Correct Answer Papers, and How to Use this Knowledge to Get More Marks

The styles of checking answer papers vary widely for different exams and competitions.

I will discuss in general how the examiners correct answer papers.

These general observations are good for all exams.

But occasionally, there are differences. For example, during my B.E. at BITS Pilani, there were "open-book exams" where all books were allowed, there were exams where they gave 1 mark for a correct answer and -1 marks for a wrong answer. So, you should try to find the specific details for the exam or competition that you are preparing for.

How some answer papers are examined

Let us consider four different possibilities.

Irresponsible examiner case 1: In some exams, answer books are sent to the teachers' homes. The teacher corrects the answer books at home. Imagine this scene. It is summer vacation. The answer books came 10 days ago. The teacher has not started checking and giving marks. He is lazy. Does not work. The wife is angry. She says "You are useless. You do not do anything. And when I suggest some nice thing, you say that you have to check these answer books. Finish them all today." He decides "OK. I will finish this work today." He is angry. He is checking answer papers. He is giving marks. Since he is angry, he gives less marks. By the evening he has finished the work.

How does this man give marks? He partially reads the answers. Then he justifies this misbehavior by telling himself "To find out if rice is cooked, all you have to do is test a few rice. Just by reading parts of an answer I can find out how correct or how good the answer is. He sees really bad handwriting. He gets further angry and says to himself "Students are irresponsible. If they do not care to write neatly, why should I try hard to read what they write." And he gives some average type of marks.

Irresponsible examiner case 2: In some exams, answer books are not sent to the teacher's house. But many teachers are called to a place, where they sit together and correct the answer papers. This is a better way as far as the student is concerned, because there is almost no possibility of total irresponsibility. Even this method has faults.

Imagine this situation. There are 30 teachers sitting in one big room. It is hot summer. They are drinking tea or coffee and checking answer books. They get paid not per day but per answer book. If some one checks more answer books, he gets more money. Now, these teachers, all sitting together, are in a competition. They are checking fast. They are checking quickly so that they can make more money. And

they can tell other teachers "I am so efficient. I checked 200 answer books today. I made maximum money today. Some checked only 150." The next day other teachers try to check more.

Responsible examiner: The teacher is a responsible person. He regularly spends a few hours every day and corrects some answer books everyday. He is systematic. He is not in a big hurry. He carefully reads all the answers. And he reads them fully, does not read them partially. Even if someone's handwriting is not nice. Such an examiner is the best you can get. You will get the marks you deserve.

Common examiner: About three cases are extreme cases. They are exaggeration of possibilities. The actual common examiner is a combination of all the three cases above.

Now you can imagine you will not always get the marks you deserve.

In short, the average examiner is in a hurry to finish all checking work. He does not necessarily care if he is doing justice to the students (though he wants to believe that he is doing justice).

The teacher in a hurry may not be completely reading your answers. He may be just reading a few paragraphs of "essay" type questions. Written work is a game of comparison between papers. The examiner is always comparing your answer book with the onces he has already checked. The appearance of your answer book is very important.

As a result, you can do the following to maximize your marks:

- Keep your answer book neat.
- Write long answers. Fill more pages.
- Use color ink and dark ink

- Suggestions if grades are given by your own teacher
- For two types of questions, you can even fool the examiner

Keep your answer book neat

Write neat handwriting. Draw neat diagrams. Remember I am saying "neat". I am not saying "beautiful". You do not have to do art work. Just neat, pleasant, easy to read appearance.

If you have to make a lot of changes to an answer, then rewrite it completely (if you have the time).

These comments apply even to numerical questions. In most exams, you get partial marks just for writing correct formula or steps etc.

Write long answers. Fill more pages

For "essay" type questions, write as much as you can in the given time. Use short paragraphs. Underline important words and key words. I even suggest using one color pen to write headings.

Use color ink and dark ink

Do not use light color link. It looks like some body has added water to the ink. It looks light and not serious. It looks not worthy of high marks. Use dark ink.

I even suggest using one color pen to write headings and normal (black, blue, or black-blue ink) for writing details and explanations.

If grades are given by your own teachers

In some exams, your teacher gives you the marks and the grades. Engineering colleges, medical colleges are examples of such institutions. Usually, the teacher who teaches you also give the grades.

In such exams, you should meet the teacher. Give him or her a self-addressed-stamped postcard on which to fill the letter or the grade, and post it to you. When, the teacher is checking your grade to send you the post card, if he finds out that you are on a "border line", he may give you one or two additional marks and push you a grade higher.

Do not wait for the card to come in mail. After the exam, go meet him. Find out your grade. If you are missing a grade by one or two marks, discuss. Give reasons why you deserve the higher grade. Try. You may improve a grade so easily.

For Two Types of Questions, You can Even Fool the Examiner

Because the examiner is in a hurry, because he does not read your answers totally, you can even fool the examiner for two specific types of questions:

(1) "list type" questions

These questions ask for lists, such as list all the states in India, or all the colors in a rainbow. For such questions, suppose you remember "how many" but do not remember all the names.

For example, there are 25 states in India, but you can write only 23. You do not remember 2. You should not leave the list incomplete. Repeat a few from the known list. It will also help if part of the answer is on the right page of the answer book, and rest of the answer is on the next left page. So the teacher has to turn the page to get the total list. Suppose you repeat "Rajasthan". The teacher may notice "Rajasthan", and think that it is repeated. But he is in a hurry. He may think that he saw it in the previous answer book and not in this

answer book. There is a very high possibility that you will get full marks.

(2) "list-explanation-type" questions

These questions do not just ask the list of names, but these are "essay" type questions. These also ask that you write details for each element/name in the list. For such questions also you can repeat elements/names from the list. Moreover, such questions may take 2, 3, 4, or more pages to answer. So by the time the examiner goes to the next page, he will not remember correctly what you had written on the previous page.

Do NOT use this technique too much. Do NOT repeat too many names in one question. The examiner may find out.

Take Practice Tests at Home

Will you not laugh if some one says the best way to learn to ride a bicycle is to read about it and then just start riding? You will laugh. You will say this is nonsense. You can not learn to ride a bicycle like that. You have to practice. You learn and become good at anything with practice.

The same is true with exams. It is surprising that the only practice students get at regular degree-related exams is during the class-tests and during the half-yearly exams. Even that practice is not good enough because the time duration is usually larger for the final exams. Not only the time duration, but the total course material is also larger for the final exams.

And what about competitions? The situation is the worst. Students do not take even one exam to give them the practice for a specific competition. Without practice, you can not

know how much time it takes to answer the questions, how difficult the questions are, how easy it is for you to sit for 3 hours (or whatever time) with maximum efficiency, what is the advantage of 1-minute breaks during the exams?

If you want to do the best you can in an exam or a competition, you must take practice-tests at home or at school. Your teachers and class mates can help you in this. You all can form an exam-club. You can take a test in the school before the school time or after the school time. This experience will be close to the real exam. You will learn valuable lessons about your own ability and the current knowledge for the real exam. You can request the teacher to correct the practice-test answer books so that you can find out your strengths and your weakness. You may offer to pay the teacher for this additional help.

I do not mean that you take practice tests for all the exams in your life. But for all the important exams that can determine your future/career, such as PMT, PET, IAS, and all kinds of entrance tests, I strongly recommend that you take practice-tests. You will tremendously benefit from this extra effort.

Use old question papers for practice-tests. You can get them in magazines such as Competition Success Review, Pratiyogita Darpan, Career and Competition Times, Competition Refresher, Competition Master, as well as many other guides. Ask friends and look in book stores.

Would You Like to Try Mega-Vitamins to Boost Your Intelligence Temporarily During Exam-Days

If an exam is very important to you, I would even recommend that you try mega-vitamins. Mega-vitamins means that you take much larger amounts of vitamins. This will give you further increase in your intelligence. And increase the chances of your success.

You can take 1/3 to half gram of Choline, B1, and B12 for those special occasions. I am not mentioning name of any tablets or capsules for this purpose because you MUST see your doctor for this.

Do not ask your doctor "should I take these vitamins?", but ask "Can I take these vitamins for 15 days without any harm?".

The questions you ask are very important. The questions determine to some extent the answer that you are likely to get. For more on how to ask questions, see Chapter 8.

Would You Like to Try Mega-Vitamins to [illegible] Your Intelligence Temporarily During Exams?

If an exam is very important to you, [illegible] and that you try mega-vitamins. [illegible] you take [illegible] further increase in your intelligence. [illegible] of your success.

You can take [illegible] those special [illegible] [illegible] your doctor for this.

Do not ask [illegible] and take these vitamins for [illegible]

The question [illegible] intelligence [illegible] For more [illegible]

11

Interview Techniques for Self-Confidence and Success

This chapter gives techniques to prepare for interviews, group discussions, and public speaking.

Interviews, Group Discussions, and Public Speaking

Interviews are for admissions, scholarships, and jobs. In an interview one or more persons sit in a room and ask a candidate questions or discuss something.

Group-discussions are for jobs. In a group-discussion, several students sit down in a room and discuss some topic, while some examiner sits in a corner and tries to find out who speaks well, who shows initiative and leadership and other qualities.

Presentations (or public speaking) could be for a job, or for a thesis, a project work, a debate, some function, or for some course work. In a presentation, a student stands before a group and tells about his subject. Then finally, the student may answer questions.

Now onwards in this chapter the word "interview" will mean interviews, or group discussions, or public speaking.

Improve Your Ability to Talk About and Discuss Your Subject Knowledge

One very important fact to note about interviews: the decision of the examiner is highly subjective. It means that if 10 examiners give marks, then their results will not match. Some examiner may call one student the best and some other

examiner may call the same student average or even the worst. This is the subjective aspect of interviews. This subjective aspect makes it difficult to prepare for interviews.

Success in an interviews depends on two factors that you control: (1) Your knowledge of the subject (2) Your ability to talk about it and to discuss it.

The first factor (subject knowledge) is discussed throughout this book. I will show you a technique only for improving your ability to talk about your subject and to discuss it.

To speak to the interview board or the examiners in an interview or to give a talk or speech to a group or to discuss some topic in a group is a skill. For a beginner, it requires no specific knowledge about psychology or how people in a group behave. All that you need is feel reasonably confident and open your mouth and say what ever comes to your mind.

Just like learning to ride a bicycle, you can learn to speak in a group only by practice. There is no other way.

The easiest way to practice is to get together with some of your friends. Pretend that it is a real-life situation. If you are going to wear a tie in a real interview, do it for the practice. Make the practice situation as close to real life situation as possible. In fact, you can ask some of your teachers to interview you (and your friends and classmates).

An important part of this practice is to ask two questions after the practice. First ask "What did I do very well? or what am I good at?" Find out your strengths. This will give you confidence. Second question to ask "How can I improve? or how can I become better?" Again listen carefully to answers. This is very effective because even non-experts such as your friends can tell you that you were sitting like a lazy person on

a sofa or that you were sitting on the edge of the chair or that your were sitting too straight or that you were answering to only one person rather than to all the members.

No amount of written advice is enough. You must practice.

Even if you need to prepare just for interviews, I suggest you practice all three: interview, group-discussion, public-speaking. You will improve faster.

Another important fact to know that in any good interview the interviewers (or examiners) will first ask you about yourself, your education, place, etc to make you feel comfortable so that they can then ask you questions to find out about your subject knowledge.

But, remember there are some incompetent or sadist examiners who will not give you a chance to feel comfortable. Even in that case the confidence and relaxation techniques in this book will help you remain relaxed and confident.

Dress, Greetings, Newspapers, etc.

There are some other relatively easy issues such as what to wear, what to say when you enter an interview room, etc.

Do any thing that is reasonable. There are no specific rules. Here are a few guidelines. Use this list when you are practicing interviews.

- Be neat looking. Wear neat and clean clothes, and polished shoes.
- Be on time.

- Say greetings like "Good morning, sirs" when you enter the interview room.
- Shake hands firmly, if you shake hands. Many people consider a firm handshake a sign of confidence.
- Wait for someone to ask you to sit, then thank and sit on chair.
- Listen to the interviewers without interruption. Let them finish a question before answering it.
- If you do not know something, say so. Do not bluff or tell lies.
- Look at all people while talking. look at the speaker while listening.
- Do not be too loud or too soft in speaking.
- Thank the interviewers before leaving the interview room.
- In IAS type interviews, you should also read the daily newspaper so that you know that day's news. In most other interviews, this is not important at all.

Here are some typical questions in interviews.

- What attracted you to this job?
- Tell us about your previous jobs.
- Tell us about yourself.
- Tell us about your education.
- Tell us about your achievements.
- Questions related to current events.
- Questions asking for solutions of problems.

How to Develop Self-Confidence for Interviews?

Most people feel a little nervous in interviews, group discussions, and public speaking. Even some of the greatest orators in the world have been known to get a little nervous. Abraham Lincoln, a famous president of USA, accepted this fact in his book.

It is OK to be a little nervous. Being a little nervous means that there is extra energy. You just need to learn to use that extra energy to start talking. Once you begin talking, once you spend a minute or two, then you may not feel nervous any more and talking or discussion becomes easy.

Chapter 8 gives techniques to program yourself for success. To program your body. And to program your mind.

You can use the same techniques to program yourself for self-confidence in interviews.

12

Some Major Mistakes of Exam-Days and How to Avoid Them

A single major mistake can mean failure in a competition. This chapter is to caution you against possibility of some such major mistakes.

Do Not Sleep Too Little The Night of the Exam

You must sleep enough on the night of the exam. If your exam is for one day, then it means that you must sleep enough that night. If your exams are for several days, then it means that you must sleep enough on all those exam-nights.

I learnt this from my own mistake. In X class, my last exam was of "Social Studies". All other exams were over. I had done all the exams to my satisfaction. Since "Social Studies" was the last exam, I thought I should study a lot for that exam. I thought I could sleep for many days after the exam. At least for the last exam, I should not sleep much. So, I studied till 2 a.m. in the night. Then I set an alarm to wake up at 4 in the morning. So I studied hard. I slept only for 2 hours. At 10 in the morning, I went to the exam. My exam was good, and I was happy.

A few months later, the results came. I got an average of 84% marks with an average of 88% in Physics, Chemistry, and Mathematics. But, I got only 48% marks in "Social Studies". If I had got better marks in "Social Studies", I would have got a rank in the merit list. This was a good lesson for me, and I decided not to study "too much" on exam nights.

Read Questions Slowly. Relax. Do Not Hurry While Writing Exam.

I learnt this lesson also by making a mistake in X class exam. It was English exam. It was also the very first Board (state level) exam for me. I had not learnt to relax yet. I used to do things in a hurry. Even in the exam, I was in a hurry. I completed the paper 10 minutes ahead of time. I was reading my answers to check for any errors. It was a shock to find out that I had written an essay on Delhi in stead of Diwali. It should have been written on Diwali. But I read it as Delhi. Only one or two minutes were left when I found out my mistake. I was able to cross out some of "Delhi" and replace by "Diwali". I have no way to know how many marks I lost because of that mistake.

From that mistake I learnt to read the questions slowly in a relaxed way. Then think and plan my answer. This has helped me greatly.

Take Special Care of Your Health

If you become ill, then your performance in the exam will not be as good as you are capable of. You will not be fully rewarded for your efforts and your knowledge.

So, you must take care of your health. For example, do not eat any thing on the street or hotels because those things may have *bacteria* and cause some disease. Do not lift anything too heavy. And do not do anything that can cause you body pain or give you a disease.

Do not exercise too much

The secret of doing exercise for good health is being regular and doing exercise without causing pain to your body.

If you do too much exercise one day, you may get hurt. Sometimes this can be so serious that it may take a few years of care to become normal again.

For more details, see Chapter 5.

13

Questions and Answers: This Knowledge will Help You Greatly

This chapter has some remaining questions about various aspects of study techniques, mind power, exams and competition.

Is it better to study early in the morning or late in the night?

It depends on you. Everyone is unique. Everyone is different. Some people like to study in the morning; others prefer to study in the night. Do what ever you like.

It also means that the saying "Early to bed and early to rise ..." is wrong. You do not have to study in the morning if you do not like it. I myself like to study late in night as compared to early in the morning.

Is it better to use one text book or many text books for each subject?

Using just one text book is much more effective use of your time as compared to using more than one text book.

Which text book to use? Most of the text books approved by an education board, a school or a college are usually good. You should talk to last year's students. Find out their comment. Look at a few text books. Compare one chapter from these books. Then decide which one text book you want to use.

Some students feel that they may miss something by using only one text book. But it is not true. Subjects which are calculation-based (such as Mathematics, Physics, etc.), the numerical questions may be from different text books. But the difference is only in the numbers used in the questions, not in the concept. It is better to spend more time on one text book than to divide between two.

I consider it a total waste of time to use more than one text book.

Is it better to study just one subject per day or read all the subjects everyday?

A rule like this will be meaningless. The important thing to remember is: Do what you like. If you feel that you learn better studying one subject for 4 hours (with breaks, of course!), then study one subject. If you feel that more subjects per day give you a change, then study more than one subject.

Do what you like.

For which subjects should you make notes and for which you should not?

Take notes for all subjects while attending classes. Do not make notes for the same chapters at home again. That will be a waste of time. If you find necessary, you can rewrite notes for cleanliness or clarity, but even that is not necessary. Revising and memorizing is a better use of your time.

For those chapters or subjects which are not taught in the class or those you are studying before they are taught in the class, make notes.

Here when I say "make notes", I do not mean that you write notes for study later. You should make notes while you are studying. Then use these notes for revision.

How to make notes which help you memorize. For this see Chapter 7.

How to sit on bench/chair in the class to improve concentration?

There are two secrets: (1) sit in the front row (2) bend slightly forward. For details, see Chapter 6.

How many hours per day to sleep for the months before the exams?

The sleep requirement is different for different people. It also changes with age. A newborn baby sleeps 16 to 20 hours a day. Sleeping for 4 hours to 10 is considered normal for adults.

If you feel tired most of the time, then also see a doctor.

How many hours to sleep during the exam-days?

During exam-days and exam-nights, you must have enough sleep. "Enough sleep" means what makes you fresh and energetic. Do not sleep less in an attempt to study more.

Sleeping less than the needed sleep will make you tired and less energetic. You will not be totally relaxed and totally refreshed. That is not good for exam.

Should you sleep only in night or sleep in day also?

It is interesting that 50 percent of the world population sleeps for a short period during the day.

You should also sleep in the day time for a short period in the day time. This short sleep can revitalize and re-energize you for rest of the day. You will study more efficiently for rest of the day.

Should you go for personal tuition or coaching-classes or correspondence courses?

I recommend all the three: personal tuition, coaching-classes, and correspondence courses.

Personal tuition

If you are good at your subject, if you can study without teacher's help, then personal tuition is the best for you. This

allows you to learn a huge amount in short time. You have to discuss this with your teacher.

While preparing for engineering admission, I took personal tuition. The teacher was extremely helpful. We did not have classes during the half yearly exams. I had to just go for exams and then I was free for the day. I was so confident that I did not study for exam subjects during the half yearly exams. Instead I prepared for mathematics. Both I and my teacher were surprised that in about 20 days, we covered the course for rest of the year. This gave me a tremendous advantage. I had finished the complete Mathematics course about 4 months before the final exams.

Coaching-classes and Correspondence courses

In general, coaching-classes are more effective than correspondence courses. But, you may be much faster than the other students in a coaching-class. Then, attending coaching classes will be a waste of time for you and correspondence course will be better for you.

You may be from a small city, town, or village. In that case, there may be no coaching-classes in your town. Then the only choice you have is either correspondence course or personal tuition.

Can physical exercise help the functioning of your brain?

Yes. All the food you eat is eventually converted to oxygen or energy. Brain consumes 20% to 25% of the total oxygen in your body.

Physical exercise helps maintain good physical health. It improves metabolism (process of converting food into energy). It improves your digestion and gives you energy. That means more oxygen even for your brain.

For details, see Chapter 5.

Can meditation help you get more marks in exams?

Yes. Meditation increases alpha and theta brain waves. It relaxes you. Your brain functions more intelligently. As a result, you get more marks.

For details, see Chapter 5.

Which school to join: small or large, government or private?

If there is a school which has good results year after year, join that school.

For example, some one is in high school and his goal is to join engineering. If there is a school from which many students join engineering courses every year, then that is the best school.

If you can not find such a school, then join a school which teaches for less number of hours everyday. For example, a school may run two shifts so your class may be from 12:30 to 5:30 (total 5 hours) and other school is from 9:30 to 5:00 (total 7.5 hours). Then join the school with less hours because you will get 2.5 hours more for self study at home.

If you can not choose a school based on above criteria, then choose a smaller school. There you will get noticed more easily and you may get better marks in practical exams.

What is the value of one additional mark - Rs 50,000, Rs 1 lakh, Rs 5 lakhs, or ...

If a student achieves success in competition, then an additional mark may not be very valuable. But if that additional one mark will put the student from the list of unsuccessful students into the list of successful students, then it is worth a lot.

Here are two cases:

First, the student tries again and succeeds the next year. So he looses the salary for one year. That also means that he may be working one year less before he retires. He will loose the salary for the final year of his career -- and that salary could be 50,000, 1 lakh or even more.

Second, a student does not succeed. For example, if someone fails for the third time in ICS/IAS, he will not get another chance. That means getting a smaller salary. If you add the difference in the earnings for a lifetime, it may add up to many lakhs of rupees.

But money is not all. There are other important advantages of success such as better job, pride of achievement, more respect, more self-confidence, more satisfaction, greater security, etc.

This shows that one additional mark in a competition may be worth a lot because it can make the difference between success and failure. And *you should do whatever possible to get every additional mark.*

What is the difference between exams and competitions?

In any competition, very few students get 0 marks or 100 marks. A large number of students get marks in a range close to the average marks.

Every competition selects a fixed number of students. So the selection committee (or nowadays a computer) starts selecting students with highest marks. As soon as they reach the required number of students, they stop.

Here is an important secret: there are a large number of people who miss by just 1, 2 or 3 marks. This is the most important difference between a competition and an exam. In an exam, you will say that two students getting 84% and 82%

marks are both equally intelligent and equally successful, but in a competition one may pass and the other may fail.

Another important fact to remember is that getting 45% marks may be success in some competition. In some other competition, you may need 85% marks for success. Therefore it is not necessary that you get high marks in a competition, but you must get more marks than other students.

How should the study methods be different for exams and for competitions?

It depends on your goal.

For example, if your goal in an exam is to just pass, you can study all the easy chapters and leave a few difficult sections. Spend time on what you are good at. You will do well.

If your goal is to get the first rank, of course, you have to study every thing in the course. Even in this case, if the questions papers always give you options, then it is OK to leave a few difficult sections.

Similarly for a competition, find out the exact pattern of the question papers. Is there choice? Find out approximately what percentage marks students need to succeed. It could be as low as 40% in some competitions and as high as 95% in others.

If you need relatively low marks to succeed in a competition, it is okay to study more topics you are good at. It is OK to leave some difficult topics. But if very high percentage marks are needed, then you should not leave any topic. You have to study the complete course.

This is a difficult decision to make. Discuss these ideas with some friends. Finally, talk to older students who passed. It may also help to discuss this with your teachers because they may have guided students to success in the past.

Will you understand better if you learn to read faster?

Yes. For details, see Chapter 1 and Chapter 3.

How to improve your memory

This whole book is about memory. You may start by reading Chapter 1. For details, see Chapter 4 and Chapter 9.

How to increase your concentration?

Do the following: (1) concentrate on Sri Yantra everyday for 5 minutes (2) learn to read faster (3) sit in the front row of the class (4) bend a little forward while sitting in the class (5) do anything that increases your intelligence or memory.

For details, see Chapters 1, 3, 4, 5.

What vitamins to take to make your brain work better and to improve your IQ?

Please see Chapter 5.

What type of pen to use: ball pen or fountain pen?

Use any pen that you use normally. Take one more pen to the exam just in case the first pen does not write. I also recommend using color pen. See Chapter 10 for details.

What can you ask your parents to do for you to help you succeed?

Your parents can help you in many ways.

Some of which they already know. For example, giving you money for tuition etc.

You can request your parents that you do would not like to do things such as bringing things from the market, shopping, or anything that takes a lot of time on a regular basis. This may or may not be possible based on the specific situation at your home.

How to use your tape recorder to help you study?

This can be a powerful technique. However, it takes more time than most students are willing to invest.

You can record difficult lessons and listen to them. Listen when you are taking bath, when you are eating, when you are shaving, etc. One of the best way is to listen when you are going to sleep. For the small period of time between wakeful state and sleep, there is a dream-like state. The theta brain waves are dominant in this state. A lot of information gets memorized in this state. This is even called *sleep learning*.

If you are a topper: Is IAS the best goal?

It depends. It mostly depends on your background.

Once upon a time IAS was probably one of the best jobs. It is not necessarily so today. There are other attractive alternatives in business and jobs. For example, engineering or going to USA, etc.

Should you use a time-table for studying?

Some people like time-table for studying. For example, they write down: wake up at 6, get ready at 7, study Physics till 9, etc.

I have tried using time-table, but I never liked it. A time-table makes me feel less flexible and more like a machine. So, I do not like it and I do not recommend it.

Still if you like, try it.

Suppose you miss classes for two weeks. What should you study first: what the teacher teaches now or what you missed?

Since the amount of time you spend in school is very large and since we forget 82% of a lesson in 24 hours without

revision, you should learn what the teacher is teaching now. Then also learn by studying extra hours what you missed.

Also see Chapter 4 and Chapter 6.

If General Knowledge is not one of the papers in your competition, is it a total waste of time to read newspapers? Magazines?

Yes and No. Competition related magazines are of a great value. They motivate you and give you specific information for a competition. So, they help you succeed in competitions.

It is popular belief that good students must read newspapers and magazines (general, film, political, etc.). But it is not correct. Good students do not have to read newspapers and magazines.

Some people say reading newspaper improves your English. Yes, it does. But in a very slow way. You can improve much faster by learning what you do not know and with the help of personal tuition.

The value in reading newspapers and magazines is "entertainment" and "general awareness". Just like you watch a TV serial or a film. In addition, newpapers and magazines are very good for you to practice reading fast, reading very fast, and still understanding the essense of the writing. Textbooks are not the best for such practice.

If you have General Knowledge as one of the papers, then reading newspapers and general magazines has a value. Even then, I suggest that you spend more time on reading some books on General Knowledge rather than wasting too much time on newspapers and magazines.

Why set high goals?

Suppose there is a salesperson. He gets up in the morning thinking he may earn up to Rs 50 for his hard word that day.

Even if he achieves his goal, this small money will not get him many of the material comforts he may want. Suppose he knows that he may earn up to Rs 500 for his hard work that day. In which of the two situations do you think the person will be more motivated and more effective? Of course, the situation giving him more money.

Similarly if a student's goal is to just pass and other student's goal is to get a first division (and may be a rank). Who do you think will be able concentrate better in the class? Who will be more effective? Who will learn better? If their intelligence and other factors are the same, then the student with higher goal will learn more efficiently.

Remember whether a student passes or fails in an exam, he spends the same time in school.

So set a high goal. It does not have to be being first in the class or being first the country, because that may not be necessary or even useful. Make your goal like success in PET or PMT or getting a job etc.

Just because you set higher goal does not mean that you have to spend more hours studying. You can still study only as many hours as you want to. But while you study, put 100% effort.

What are the secrets of time management?

Successful time management does not mean doing all the things you would like to do. It means that you know which tasks you will do and which you will postpone for the next day. It means that you will not forget some home work.

Here is a technique that I have used for more than two years. I like this technique. It is very effective.

Make a list of all the things you want to do in the next few days. The tasks you must do today, mark them "A". Those

tasks you do not have to finish today, but you would like to, mark them "B". Mark the remaining tasks as "C". Then consider all the tasks marked "A", and mark them as "A1", "A2", etc. "A1" means that you will do it first. "A2" means that you will do it after doing the "A1" task.

Every day start doing "A" tasks in their order. If all "A" tasks are done, or if you are waiting for some "A" task to complete and you do not have any more "A" tasks, then start doing "B" tasks.

At the end of the day, copy the incomplete tasks to a new paper. The next morning, you may add some other task. Then you again mark them as "A1", "A2", ..., "B1",..., "C1" etc.

Use this technique for two weeks. If you can have the patience for two weeks, I believe you will use this for rest of your life.

How to prepare for interviews, group-discussions, and public-speaking?

See Chapter 11.

How to develop confidence for interviews?

See Chapter 8 and Chapter 11.

How to improve your writing skills?

Read Chapter 11 first to learn about "interview, group-discussion, and public-speaking." A similar approach will be good for improving your writing skills.

Success in writing requires (1) knowledge of the subject and knowledge of the language (2) how to write in organized, simple, and understandable way.

Item (1) is discussed in many chapters in this book.

Here we will discuss item (2) only.

The best way is to ask your teacher for help. Personal tuition is also a good idea. You write some essay and get it checked by your teacher. Ask him two questions (1) What is good in my essay? (2) How specifically can I improve?

Ask the teacher for a sample essay for which he gave 100% or very high marks. Study that essay. Ask the teacher in what ways that essay is better than your essay.

Another good idea is to get together with other students. All of you take some tests. Then check one another's answers, correct mistakes, suggest improvements. After a few such sessions, show your answers to your teacher.

Continue this process till you achieve the desired level of mastery over writing skills.

How to make your communication more positive?

These suggestions will be useful both in speaking and in writing.

Do not use sentences like "You are wrong" or "Only a stupid person can believe in such things" or "You are being unfair to .." or "I do not like your ideas". Such sentences are an outright insult to the other person and as a result he or she will try to find fault with you (you already learnt in Chapter 9 that human mind can find what ever it is looking for!)

Do not use the word "BUT" in your communication. It has a destructive effect in what you communicate. For example if someone says "I think you may be right, BUT I think ...." This sentence means that "I disagree with you. You think so-and-so. But I think your thinking is wrong. What I think is true is ...." A simple way to avoid "but" is to replace it with "and". Put "and" wherever you have been using "but". This will have a positive effect on discussions, interviews, letters etc.

What to do when you want to say that you disagree with someone? There are two ways to disagree in a nice, graceful way:

I understand and ...

I respect and ...

Examples:
I understand what you mean AND I think ...
I respect your opinions AND I feel ...

If you agree, say

I agree and ...

Examples:
I agree with you AND I want to add ...



Education/Self-help

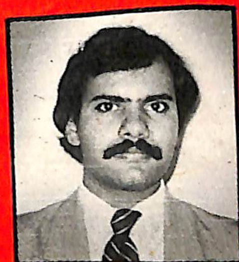
Rs 135
USA $ 14.95
Australia $ 19.95
Canada $ 17.75
UK £ 8.95

How to Use More of Your Mind Power for Sure Success in Competitions

Raj Bapna combines 5000-year old Indian techniques with the latest scientific discoveries in brain science, nutrition, psychology, and music. He teaches you how to use your mind power to study and to succeed in competitions.

With Raj Bapna's Mind Power Study Techniques you will be studying more efficiently than 99% of the students. And remember you are competing against them! You will have a great advantage in exams and competitions to learn the following:

- Read faster and understand better
- Improve your memory
- Increase your intelligence and concentration
- Get more marks
- Develop self-confidence
- Take effective notes
- Avoid mistakes in exams
- Learn interview techniques for success
- Much much more ...



About the Author Raj Bapna is currently the Research Director at the Mind Power Research Institute. He is a computer engineer, a teacher, an educator, a mind power researcher, a writer and an enterpreneur. He is a world-famous author. He is a co-author of three computer books published in USA, including the BEST SELLER *Tricks of the MS-DOS Masters*.

Raj Bapna is an expert in the fields of *Computers, Mind Power,* and *Study Techniques*. As a computer consultant in USA, he earned $50 (Rs 1200) per hour. He left USA and returned to India to write this book and teach Mind Power Study Techniques.

He's learnt Neuro Linguistic Programming, TM of Mahesh Yogi, No-Mind meditation of Osho, High Tech meditation of Brother Charles, and Computer meditation. He has been a member of Society of Accelerated Learning and Teaching, USA.

He holds B. E. and M. Tech. from BITS Pilani and IIT Kharagpur. He has won many awards including the most prestigious NTS scholarship from NCERT and the fifth rank in the Rajasthan board.

Cover design by Anil Bapna and the author. The cover design shows Sri Yantra. It is a 5000-year old Tantric symbol of India. Yogis have been using it to improve their concentration and mind power.

International Standard Book Number 81-85681-00-7